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IDENTIFIERS	Japanese People

ABSTRACT

Sample lessons and instructional materials from a Japanese bilingual/bicultural elementary school program are presented. The lessons are designed to integrate Japanese language instruction with content instruction, using thematic units related to the core curriculum. The ten lessons are organized by target grade (K-5), and describe classroom procedures, additional instructional materials used, and group and individual activities, and may contain student worksheets, instructional aids, photographs of classroom activity, and/or samples of student work. Lesson topics include: a Japanese folk tale; creation of a big book in both English and Japanese; an experiment with air and water; telling time; a new year's celebration; use of origami to study the crayfish; a combination of mathematics concepts and history; haniwa clay sculpture; and description of past and present events through the study of poetry. (MSE)

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CURRICULUM SAMPLER

PREPARED BY THE STAFF OF THE

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Principal, V. KANANI CHOY, ED.D.

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May, 1994

TABLE OF CONTENTS

Introduction 1

KINDERGARTEN

Kintaro and His Friends - Rm. 3 3

The Brown Bear, Brown Bear BIG Book - Rm. 110 7

FIRST GRADE

Experimenting with Air and Water - Rm. 102 18

Telling Time With Ladybug - Rm. 209 24

SECOND GRADE

New Year Chart & Graph - Rm. A. 30

Telling Time - Rm. 109 (grd. 2/3) 38

THIRD GRADE

The American Crayfish - Rm. B. 49

FOURTH GRADE

The Westward Movement - Rm. 206 (grd. 4/5) 57

Historical Haniwa Clay Sculpture - Rm. 207 (grd. 4/5) 66

FIFTH GRADE

Poems...Past and Present - Rm. 1 77

CLARENDON ALTERNATIVE SCHOOL
JAPANESE BILINGUAL BICULTURAL PROGRAM

CURRICULUM SAMPLER

Introduction

The staff of the Clarendon Japanese Bilingual Bicultural Program have prepared this curriculum sampler of thematic lessons that integrate Japanese instruction into the core curriculum. We want students to feel that all learning is connected to life in our surrounding community and to the real world outside the classroom. One way of strengthening this connection is to teach lessons that are related to a common theme or topic. Thematic units are often generated by special events or areas of study associated with a particular grade level. Teachers make lessons meaningful for students by connecting what is taught to life outside the classroom. A class may investigate several thematic units during the school year.

As the school year goes on, new lessons grow out of the old. Successful learners are able to ask themselves, "What do we know now that we didn't know when we started?" and "How can we use this new knowledge to learn something more difficult in an interesting way?"

In an effort to connect Japanese language learning to the quality instruction being provided for students, the senseis and teachers have created Japanese language lessons that are related to the thematic units being taught in the regular "core" curriculum. Effective teaching enables students to connect new knowledge to prior learning. Students who connect what they learn in Japanese to activities and events in their daily lives become successful learners.

It is very important for children to have an audience for their school work beyond their classroom teacher, in order to affirm that the work is important. It is also important for teachers and others who invest in and support the Clarendon Japanese Bilingual Bicultural Program to have an audience to affirm that the work we do is important. We invite anyone who is interested to become researchers with us in discovering more about successful learning and how it happens.

Sincerely,

V. Kanani Choy, Ed.D.
Principal, Clarendon Elementary School

English/Japanese Lesson Plan: Kintaro and His Friends

Room: 3 Grade:K Teacher: Mrs. Devi MacKay Sensei: Mrs. Ayako Hanaoka

The teacher has created an instructional unit integrating several curricular areas by designing activities based on the Japanese folktale "Kintaro".

1. Students have the story of "Kintaro" read to them in a large group.
   a. Health Food
      Compare basic diet of people past and present: vegetables, yasai やさい; soy beans, daizu だいず; rice, kome こめ; rice cake, mochi もち.
      Cook and sample vegetables - - potato, jagaimo じゃがいも; sweet potato, satsumaimo さつまいも; carrots, ninjin にんじん.
      Identify and name the vegetables
      Learn the shape, size and color of vegetables
      Taste vegetables --discuss good taste おいしい, bad taste まずい

   b. Antonyms
      Read the book Exactly the Opposites by: Jana Hoban
      Discuss opposites in the story "Kintaro"; high, takai 高い - low, hikui 低い; big, ooki 大きい; small, chiisai 小さい; strong, tsuyoi 強い; weak, yowai 弱い etc.
      Have students create an opposites book.

   c. Animals
      Discuss and name the animals in the story; bear, kuma, くま; monkey, saru, さる; fox, kitsune, きつね; badger, tanuki, たぬき; squirrel, risu, りす; deer, shika, しか; rabbit, usagi, うさぎ

2. Bears
   a. Learn and name different kinds of bear; polar bear, grizzly bear, brown bear etc.
   b. Comparing our own stuffed teddy bears.
      Read the book Who Wants an Old Teddy Bear

Bear Day --compare/contrast...students bring their personal teddy bears to share with the rest of the class.
Discuss size:big, ookii おおきい; medium, chuugurai ちゅうぐらい; small, chiisai ちいさい

c. Bear Puppets
Make bear puppets out of oak tag
Students create their own stories about bears
Students share their original "bear stories" with each other

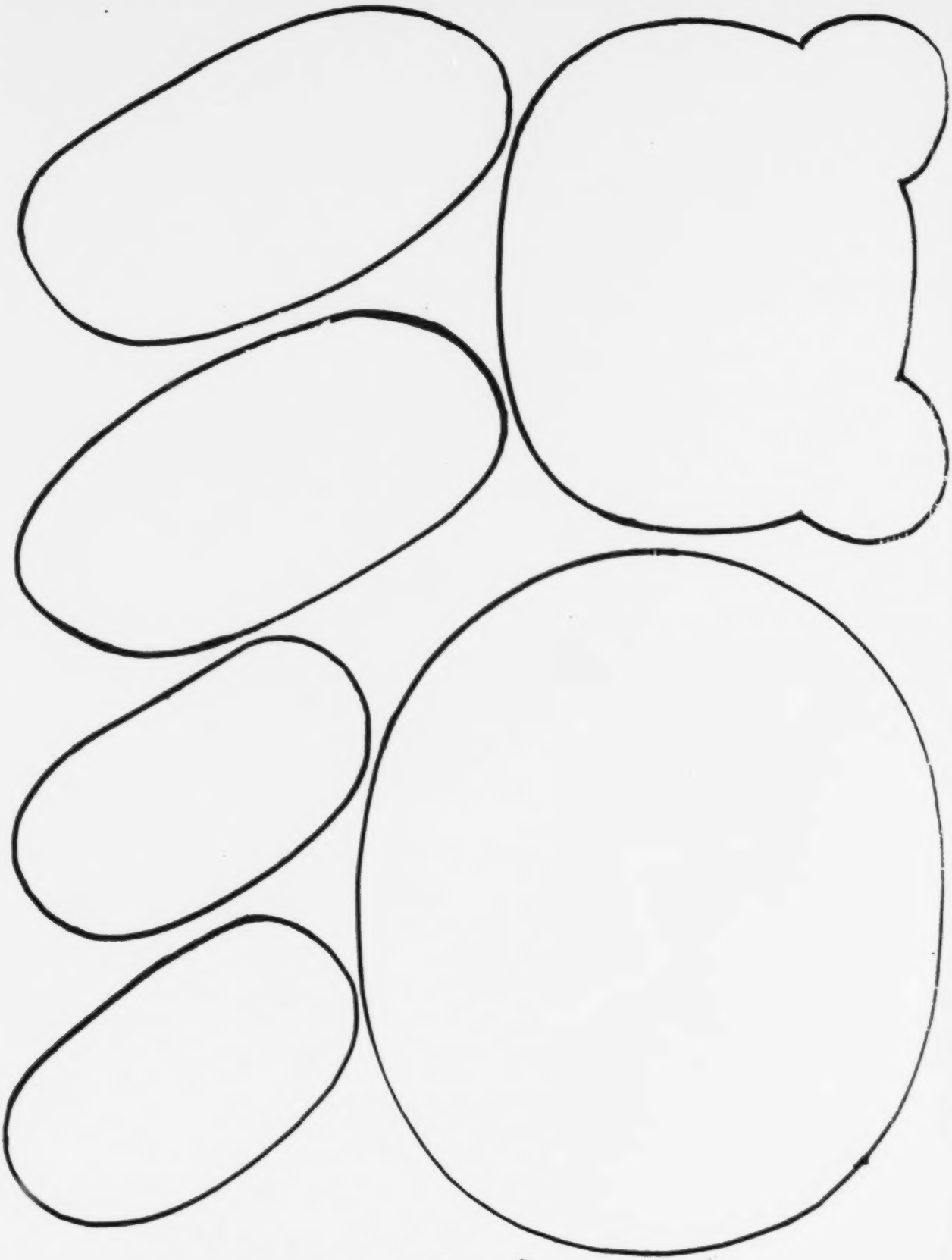
3. Learn and sing songs: Kintaro's Song, Teddy Bear Song
4. Dramatize Kintaro (make *Kamishibai): Make a stage and retell Kintaro's story.
*Kamishibai: traditional Japanese story telling method using large colorful illustrations with the words to the story printed on the reverse side.

5. Participate in a "Sumo" wrestling match
a. Discuss good sportsmanship
b. Learn sports vocabulary ; win, kachi 勝ち ; won, katta 勝った ; Do your best, ganbatte がんばって

6. Have students make patchwork quilt with parents.
a. Choose scenes from Kintaro
b. Transfer scene from paper onto cloth

7. Create a bulletin board display featuring art work of Kintaro and his friends.

PATTERN



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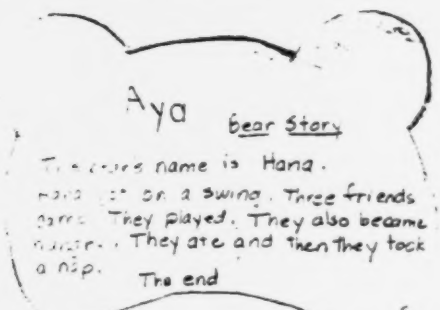
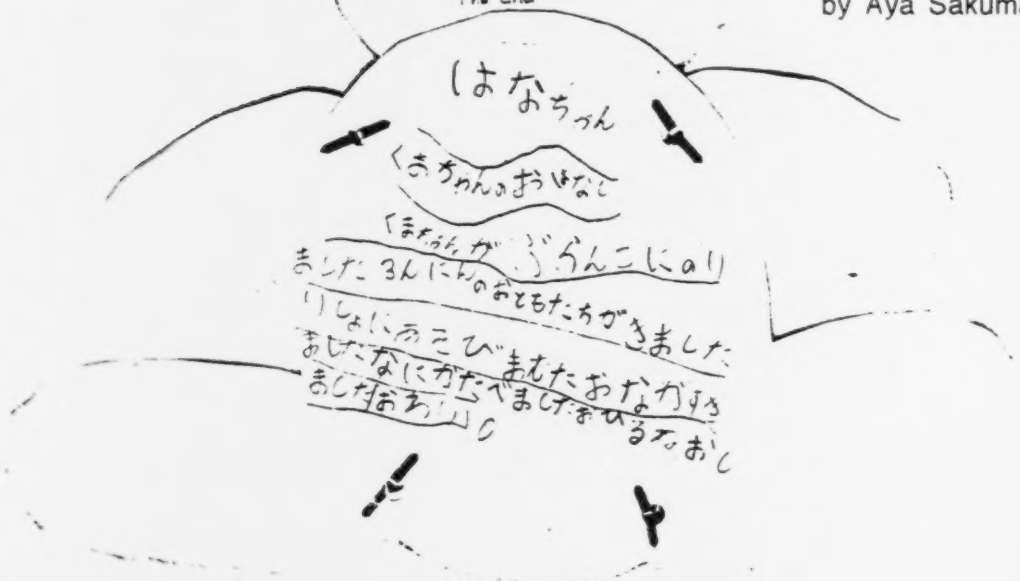
by Angela Gutierrez



by Aya Sakuma



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English/Japanese Lesson Plan: Big Book of "Brown Bear, Brown Bear"

Room:110 Grade:K Teachers: Ms. Gale Nakasone & Mrs. Sumako Morimoto
Sensei: Mrs. Hiroko Konrai

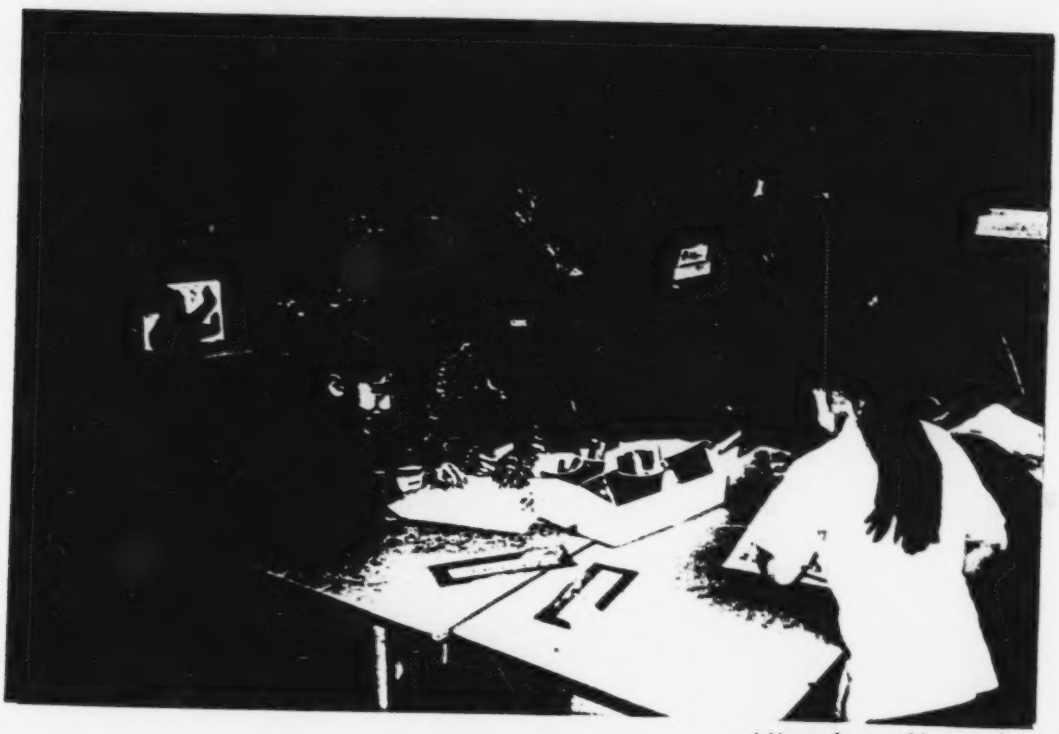
The kindergarten children in Room110 collectively made a BIG BOOK in English and Japanese from the story, "Brown Bear, Brown Bear" by Bill Martin Jr. and Eric Carle.

Previous bilingual lessons in preparation for the BIG BOOK;

1. The children learned the colors and names of the animals by making graphs of their favorite colors and animals.
2. To reinforce the vocabulary words, games like Color Bingo were played.
3. Songs about colors and animals were taught.

Lesson:
The children gather and listen to the story of "Brown Bear, Brown Bear" in English and Japanese. Sentence strips are used to do choral reading. The class is then instructed to do the illustration for each of the pages of "Brown Bear, Brown Bear". The children are paired and work together to do just one page of the story. The story is written on large construction paper with the text written bilingually. The children are very proud of their BIG BOOK and enjoy looking at it and reading it.

Yuji Sasaki
Islam Hassanien



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Marie Yoshihara
Hannah Spielman

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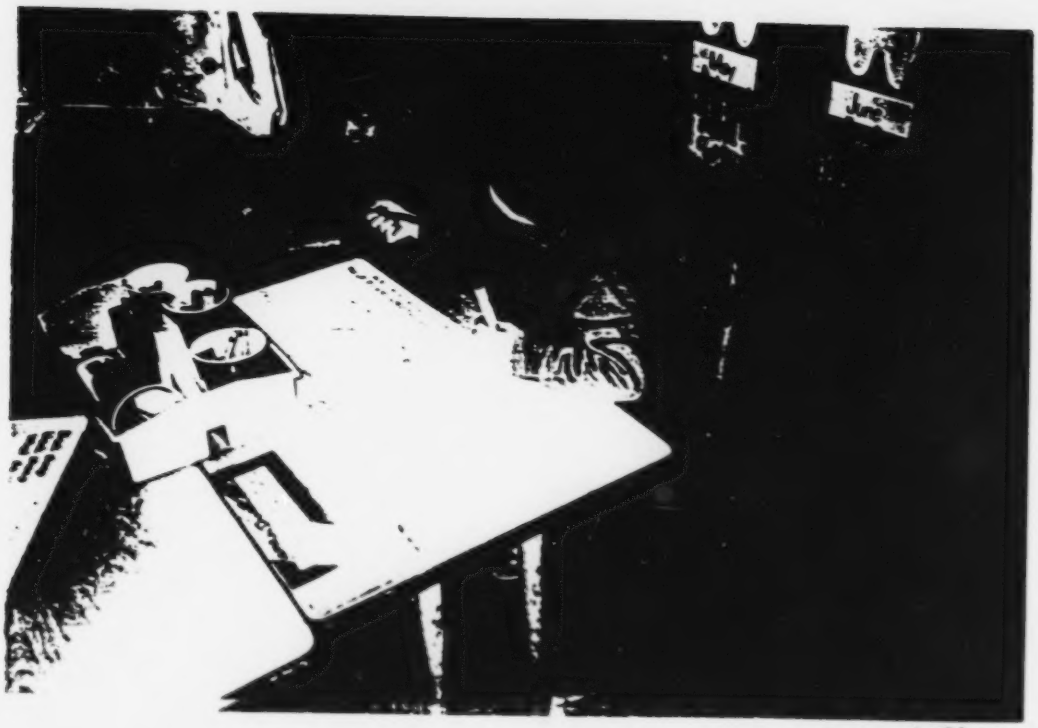
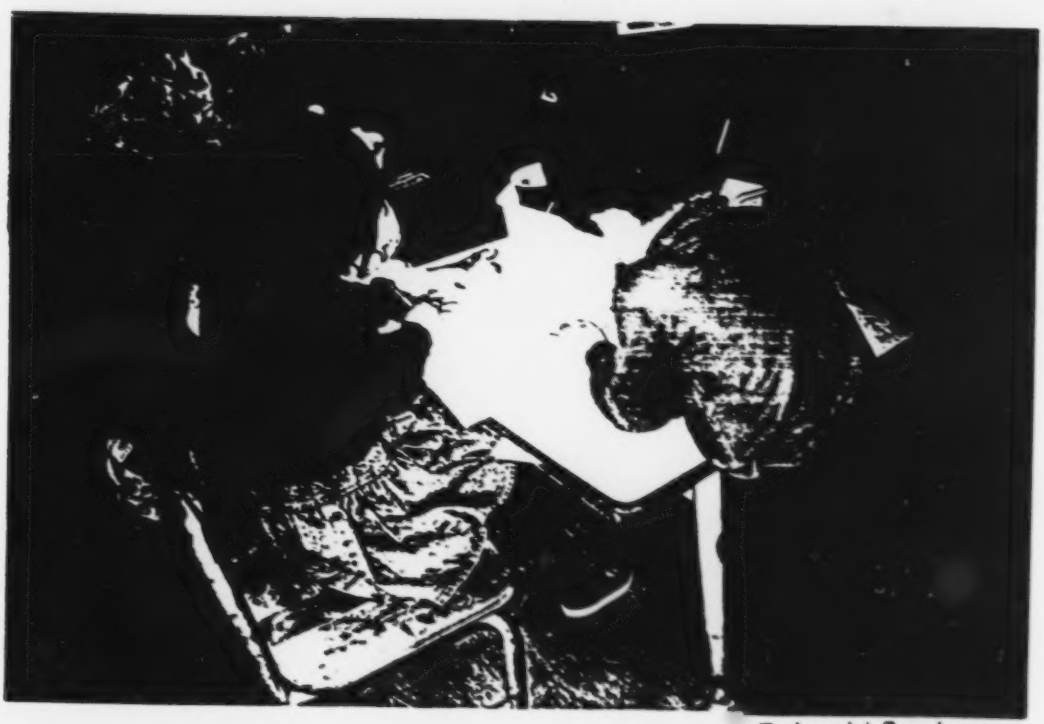


Patrick Chew
Amanda Yang



Takeshi Sugiyama
Elisa Matsuura

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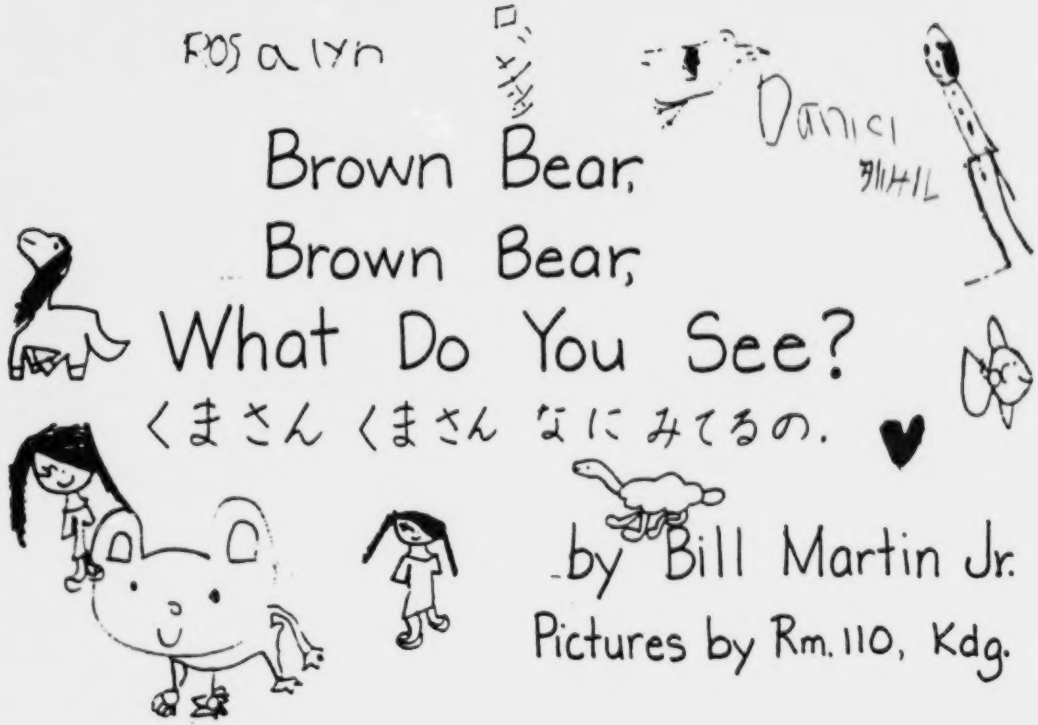


Brown Bear, Brown Bear, What Do You See?

くまさん くまさん なに みてるの.

by Bill Martin Jr.

Pictures by Rm. 110, Kdg.

Brown Bear, Brown Bear,
What do you see?

くまさん くまさん.
ちゃいろい くまさん.
なに みてるの.

I see a redbird looking at me.

あかい とりを みているの.

Redbird,
redbird,
What do you see?

とりさん　とりさん.
あかい　とりさん.
なに　みてるの.

Toshie としえ

Armantaro アーマンタロー

I see a yellow duck looking at me.
きいろい　あひるを　みているの.

Yellow duck,
yellow duck,
What do you see?

あひるさん　あひるさん.
きいろい　あひるさん.
なに　みているの.

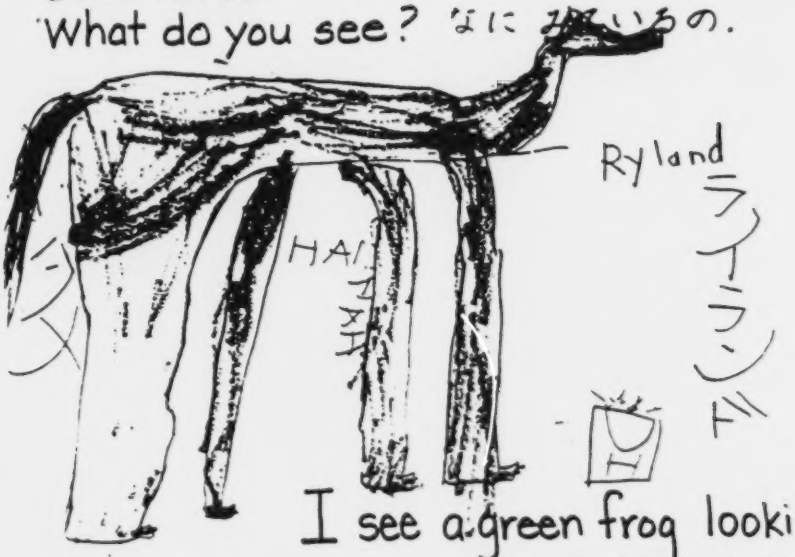
Marie まりえ

Misu みすぼる

I see a blue horse looking at me.
あおい　うまを　みているの.

Blue horse,
blue horse
What do you see?

うまさん うまさん.
あおい うまさん.
なに みているの.



I see a green frog looking at me.
みどりいろの かえるを みているの.

Green frog,
green frog,
What do you see?

かえるさん かえるさん.
みどりいろの かえるさん.
なに みているの.

うれこ
Jennifer

I see a purple cat looking at me.
むらさきいろの ねこを みているの.

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6

Purple cat,
purple cat,
What do you see?

ねこさん ねこさん.
むらさきいろの ねこさん.
なに みているの.

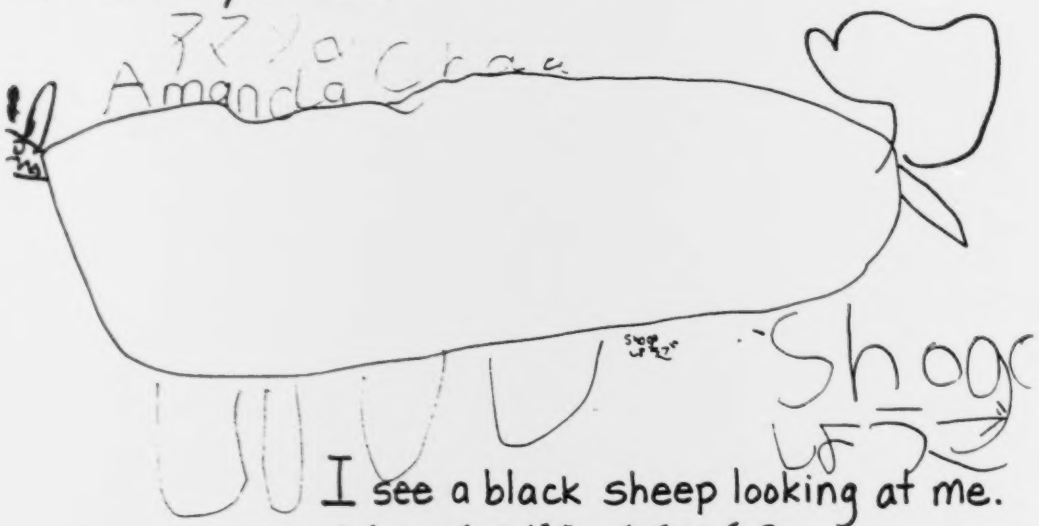
Zed

I see a white dog looking at me.
しろい いぬを みているの.

7

White dog
white dog
What do you see?

いぬさん いぬさん.
しろい いぬさん.
なに みているの.



I see a black sheep looking at me.
くろい ひつじを みているの.

8

Black sheep ひつじさん ひつじさん.
black sheep くろい ひつじさん.
What do you see? なに みているの.

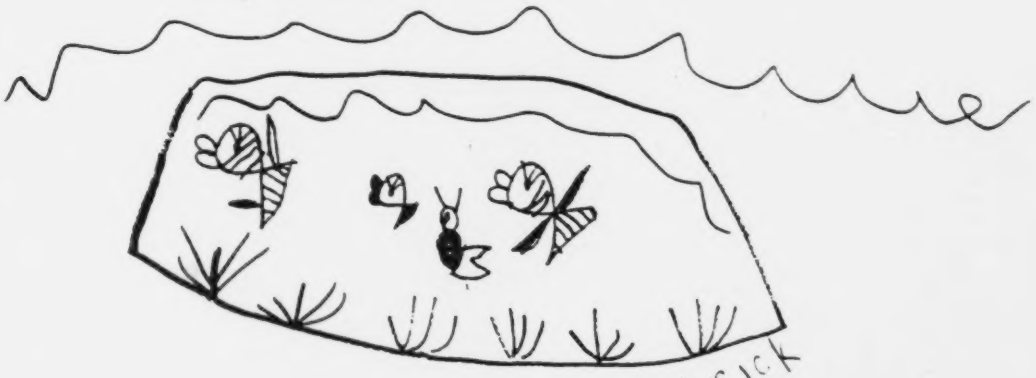
Jackie

たかひろ Takahiro

I see a goldfish looking at me.
きんいろの きんぎょを みているの.

9

Goldfish きんぎょさん きんぎょさん.
goldfish きんいろの きんぎょさん.
What do you see? なに みているの.



patrick

I see teachers looking at me.
あのね、せんせいを みているの.

Amanda

Teachers,
Teachers,
What do you see?

せんせい せんせい.
せんせいたちは.
なに みているの.

We see beautiful children looking at us.

だいすきなこどもたちをみてるのよ.

Children,
children,
What do you see?

こどもたち こどもたち.
みんなは なにを
みているの.

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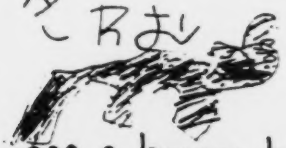
KIWAMI
キワミ



Elisa
エリサ

We see a brown bear.
ちゃいろい くま.

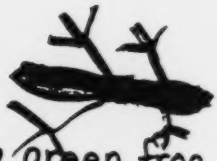
12

a redbird.
あかいとり.

タニサ TAK
FISH
I

a yellow duck
きいろい あひる.

a blue horse
あおいうま.



a green frog
みどりいろのかえる.

13

Amanda C. アマンダ

a purple cat
むらさきいろのねこ.

a white dog
しろい いぬ.

a black sheep
くろい ひつじ.

a goldfish and teachers looking at us.
That's what we see.
きんいろの きんぎょ、それから せんせいを みているの。

English/Japanese Lesson Plan: Experimenting with Air and Water

Room: 102 Grade: 1 Teacher: Mrs. Char Mori Sensei:Mrs. Yoko Tanaka

The teacher and sensei prepared a hands-on activity designed to provide experiences for students that would help them conceptualize the existence of air. During a class discussion the teacher introduced and demonstrated the fact that air can not be seen with the naked eye, but we can see its presence when we press on an inflated bag or a soft plastic bottle. We can also feel the air released the from the opening of an inflated balloon. Students are then presented with the possibility of conducting various experiments that will help to illustrate the existence of air.

The following Japanese vocabulary is introduced as a part of this lesson:

kuuki くうき, air; mizu みず, water; shabondama しゃぼんだま, soap bubble

Lesson:

Materials needed:

tub of water
strip of paper or ruler
food coloring
two clear plastic cups, drill a small hole in the bottom of one
tape

1. Ask students, "What would happen if you put a clear plastic cup upside down into a pan of water?" Give them time to think and accept different answers and record them on a piece of chart paper. Next, carry out the experiment by putting the cup into a tub of colored water. Compare observations to the predictions recorded on the chart paper. Have students discuss which prediction represents the correct answer.

2. Show students the second plastic cup with a tiny hole in the bottom. Ask the class to predict what they think will happen. Discuss several possibilities and record students' predictions on chart paper. Ask

students to pick the answer that matches their personal prediction and have them record this information on a work sheet. Next, carry out the experiment. Use a strip of paper or a ruler to measure the water level before and after the cup is put into the water. Have students determine the correct answer by dicussing their observations and reviewing their predictions. Encourage them to explain and justify their answer.

3. Put a drop of liquid soap on the tiny hole of the second cup. Ask them what they think might happen. Allow discussion, record predictions and then carry out the experiment. A bubble will form. Encourage students to think out loud and explain what they think has happened.

4. At the first grade level students are asked to record their reactions to each demonstration on a worksheet that is prepared in advance by the teacher and sensei. Possible answers are provided in English and in Japanese. Students are asked to write a simple sentence and draw a picture (or pictures) of the experiment.

1st grade Rm 102

くうき と みずの じっけん
EXPERIMENT WITH AIR AND WATER

なまえ
NAME: (　　)

★よいとおもうほうの □ に X をかきいれましょう.
Put an X by the correct answer.

1. コップを さかさまにして みずのなかに いれると, どうなりますか
What will happen when you put a cup upside down into the water?

□ みずは, コップのなかに はいる.
The water goes into the cup.

□ みずは, コップのなかに はいらない.
The water does not go into the cup.

2. コップのそこに ちいさなあなを あけて それを さかさまにして みずのなかに いれると, どうなりますか.
What will happen when you put a cup (with a hole in the bottom) into water?

□ みずは, コップのなかに はいる.
The water will go into the cup.

□ みずは, コップのなかに はいらない.
The water will not go into the cup.

3. コップのあなに せっけんすいを つけて, さかさまにして みずのなかに いれると, どうなりますか.
What will happen when you put soap on the hole, then put the cup into the water?

□ なにも おこらない.
Nothing will happen.

□ あなのところから シャボン(しゃぼん)だまが できる.
There will be a bubble from the hole.

なまえ (　　)
NAME:

4. このじっけんは おもしろかったですか。
Was this experiment fun?

☐ おもしろかった。
It was fun.

☐ おもしろくなかった。
It was not fun.

5. おもしろいと おもったところを えやぶん にかきましょう。
Draw a picture and write a sentence about your favorite part of this experiment.

なまえ (まき山なつみ)

4. このじっけんは おもしろかったですか。

☒ おもしろかった。

☐ おもしろくなかった。

5. おもしろいと おもったところを えやぶん にかきましょう。

しゃぼんだまはおもしろい

by Natsumi Makiyama

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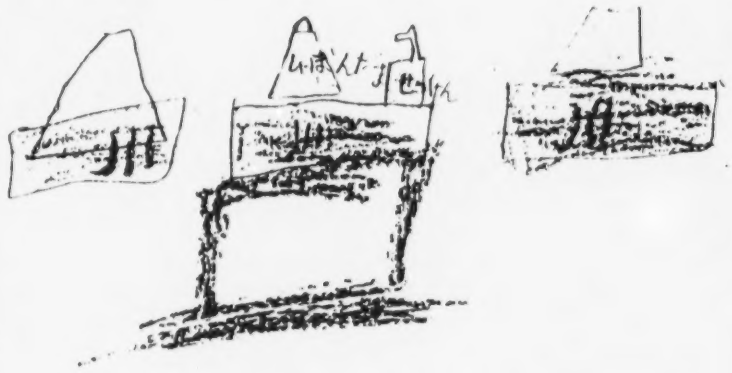
なまえ (Satoshi くまくら)

4. このじっけんは おもしろかったですか。

☒ おもしろかった。

☐ おもしろくなかった。

5. おもしろいと おもったところを えやぶん にかきましょう。



ぼくはどれもおもしろかった

by Satoshi Kumakura

2.

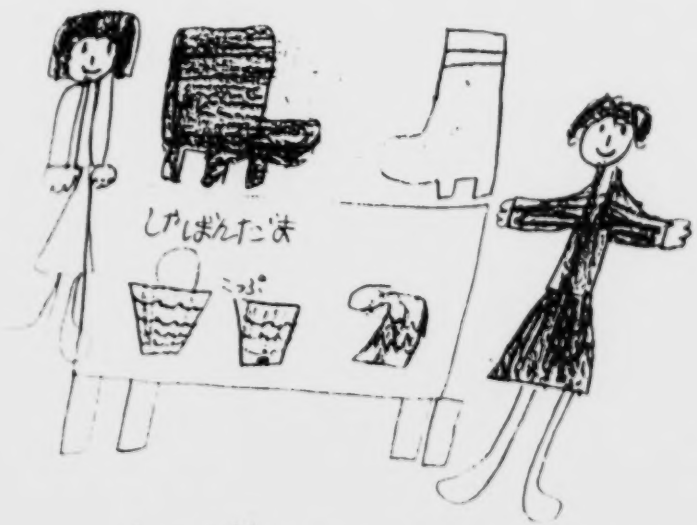
なまえ NAME (あや Christina)

4 このじっけんは おもしろかったですか。
Was this experiment fun?

☒ おもしろかった。
It was fun.

☐ おもしろくなかった。
It was not fun.

5 おもしろいとおもったところを えやぶん にかきましょう。
Draw a picture and write a sentence about your favorite part of this experiment.



しゃぼんだま がおもしろかった。
My favorite thing was the bubble.

1

3-14-74

くうき と みずの じっけん
EXPERIMENT WITH AIR AND WATER

なまえ NAME: (あや Christina)

ただしいとおもうほうの ☐ に ☒ を かきいれましょう。
Put an X by the correct answer.

1 コップを さかさまにして みずのなかに いれると、どうなりますか。
What will happen when you put a cup upside down into the water?

☐ みずは、コップのなかに はいる。
The water goes into the cup.

☒ みずは、コップのなかに はいらない。
The water does not go into the cup.

2. コップのそこに ちいさな あなを あけて それを さかさまにして みずの なかに いれると、どうなりますか。
What will happen when you put a cup (with a hole in the bottom) into water?

☒ みずは、コップのなかに はいる。
The water will go into the cup.

☐ みずは、コップのなかに はいらない。
The water will not go into the cup.

3. コップの あなに せっけんすいを つけて、さかさまにして みずの なかに いれると、どうなりますか。
What will happen when you put soap on the hole, then put the cup into the water?

☐ なにも おこらない。
Nothing will happen.

☒ あなのところから シャボン(しゃぼん)だまが できる。
There will be a bubble from the hole.

by Christina Tamai

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English/Japanese Lesson Plan: Telling Time With A Ladybug

Room: 209 Grade:1 Teacher: Mrs. Anna Yamaguchi Sensei: Mrs. Hisako Luk

The teacher and sensei have worked together at designing an instructional unit on telling time. The unit supports integrated instruction by incorporating lessons from several curricula areas. Literature is integrated through the use of The Grouchy Ladybug by Eric Carle. The story is read to the students in English by the classroom teacher. The sensei later reads the same story in Japanese. Students also participate in related English language core curriculum activities in science, math, creative writing and role playing. In Japanese, students participate in a hands-on activity, making a ladybug clock out of tag board which they use later to study telling time. Directions and discussion are provided by the sensei in Japanese. The sensei does her best to speak only in Japanese.

Lesson 1. "Let's make a ladybug clock!"

All direction should be given in Japanese:
Iro o nutte kudasai. 色をぬってください。(Please color them.)
Kitte kudasai. 切ってください。(Please cut them.)

Japanese Lesson:

1. Students practice "telling time."
2. Students develop oral language proficiency by answering questions that require the use of vocabulary introduced in the lesson.
3. Ask students questions like, "What time do you get up?" (Nanji ni okimasuka. なんじにおきますか。) Ask students to demonstrate their answer by manipulating their tag board clocks. Next, have students read the time aloud in Japanese.
4. Instruct students in the use of basic Kanji used to write the numbers 1-12.(一、二、三、四、五、六、七、八、九、十、十一、十二)
5. Students will calculate math problems using vocabulary introduced through this lesson.

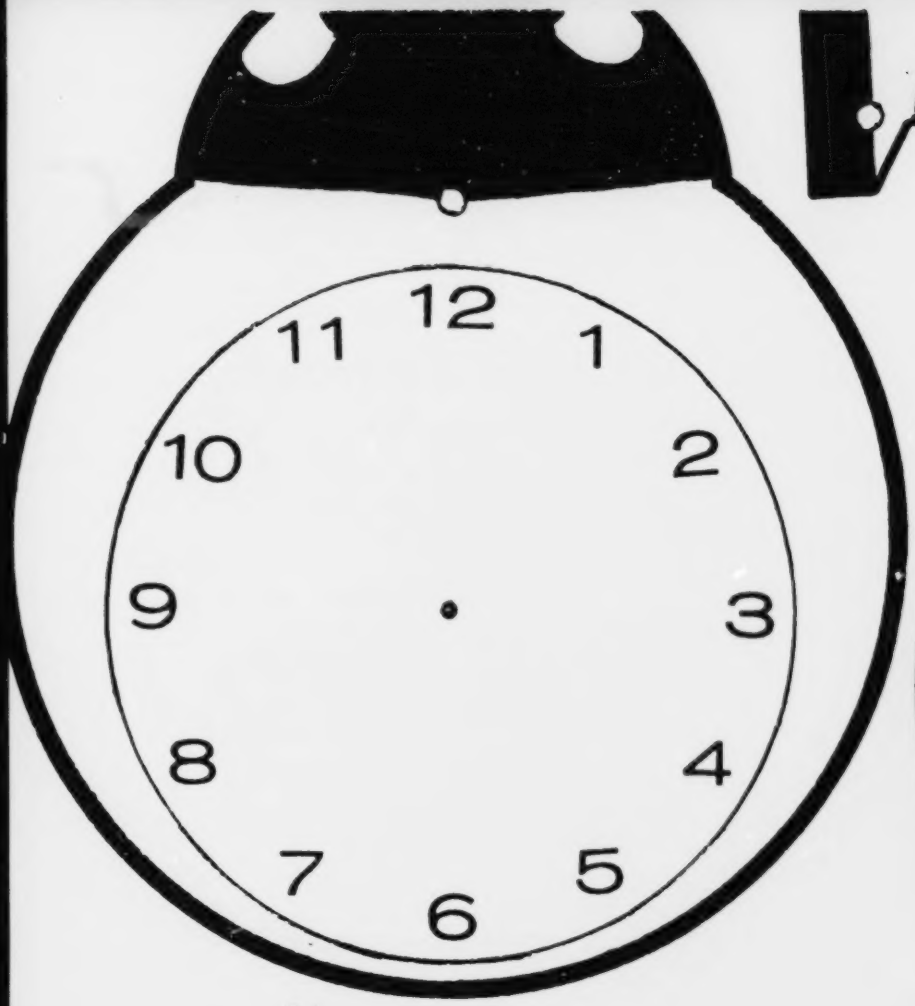
Examples of instructional dialogue:

Ima nanji desuka? 今 何時ですか。(What time is it now?)
____jidesu. _____時です。(It is ___o'clock.)
han 半(half -30minutes), juugo-fun 15分 (15 minutes),
fun/pun 分(minutes).

Nan-ji ni okimasuka? 何時に起きますか。(What time do you get up?)
Nan-ji ni nemasuka? 何時に寝ますか。(What time do you go to bed?)
Nan-ji ni gakkoo e ikimasuka? 何時に学校へ行きますか。(What time do you go to school?)
Nan-ji ni gakkoo ga owarimasuka? 何時に学校が終わりますか。
(What time does school end?)

Sample math problem:

Gakkoo ni nanjikan imasuka? 学校に何時間いますか。(How long do you stay at school?)

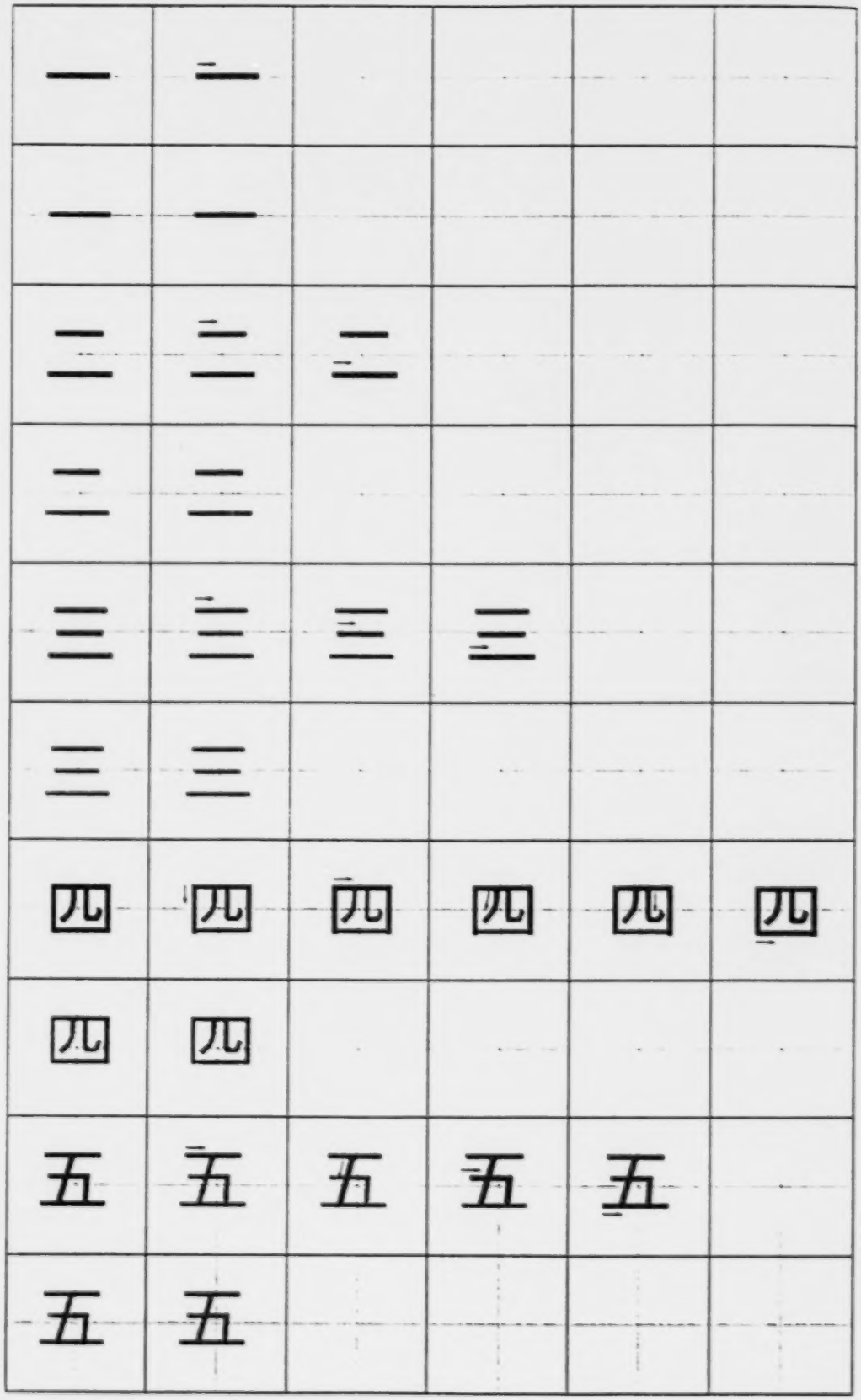


31

by H. Luk

32

四　すうじ



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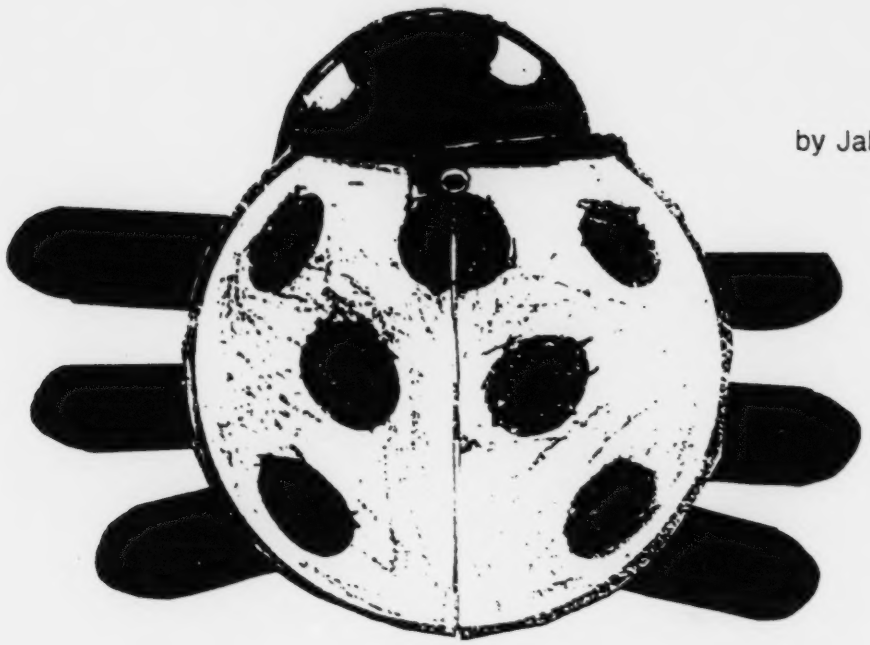
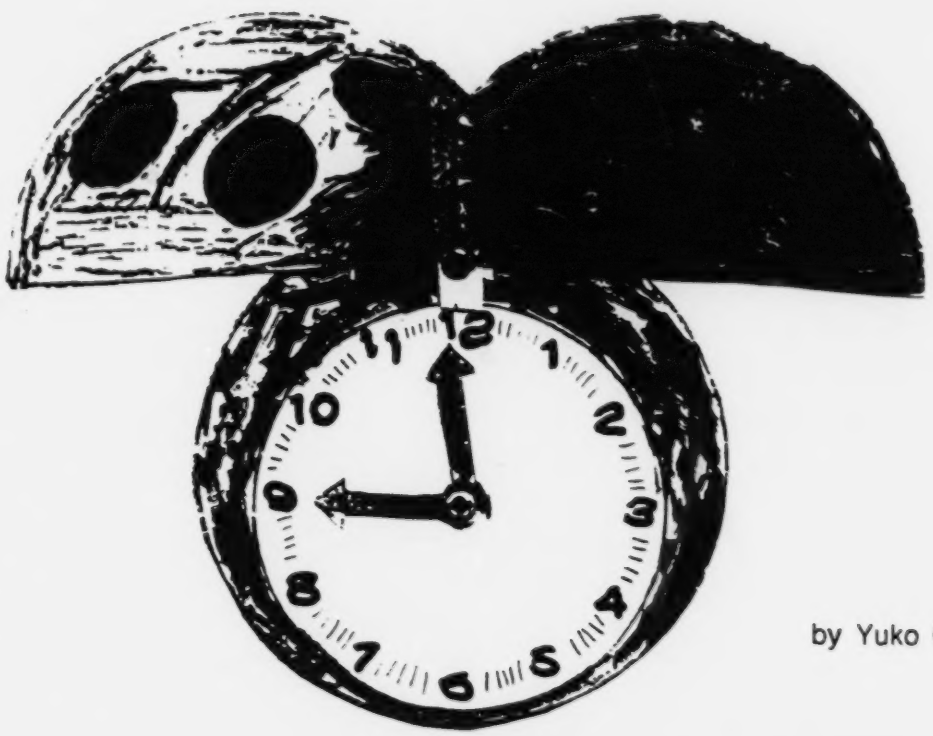


by Jake Watters



by Yuko Okuyama

English/Japanese Lesson Plan: New Year Chart and Graph

Room:A Grade: 2 Teacher: Mr. Ron Kunisaki Sensei: Mrs. Taeko Morioka

This is a lesson based on the Japanese New Year's (Ohoogatsu) celebration. The lesson includes cooking Ozooni (traditional Japanese New Year's soup), traditional Japanese games, and math using charts and bar graphs.

Lesson 1 (1 Hour)

1. Cut vegetables used for Ozooni soup.
2. Memorize the names of vegetables in Japanese. (carrot, ninjin, にんじん; Japanese radish, daikon だいこん; goboo, ごぼう; Japanese mushroom, shiitakeしいたけ; spinach, hoorensoo ほうれんそう)
3. Cut red and white kamaboko かまぼこ(fish cake).

Lesson 2 (1 Hour)

Organize the following six stations for the activities:

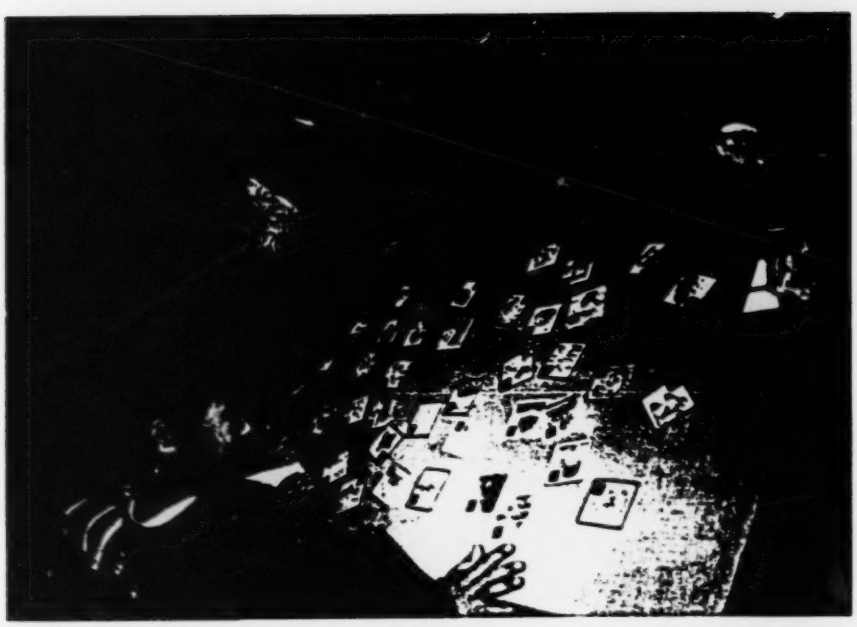
1. Mochi making: using a mochi maker, children get experience making mochi
2. Inari zushi making
3. New Year's greeting card decorating (nengajoo 年賀状)
4. Fukuwarai Game
5. Karuta Game
6. Sugoroku Game

Lesson 3 (1 Hour) Use work sheet: Work Sheet #1,2 and 3

1. Survey which vegetable you like best in the soup.
   Circle your favorite vegetable.
2. Survey which vegetable you don't like in the soup.
   Draw a triangle to the vegetable you dislike the most.
3. Circle your favorite station from the 6 choices.
4. Circle your favorite omochi from the 3 choices.
   (ozooni ; kinako ;nori)
5. Looking at the class chart, make your own chart.

Lesson 4 (1 Hour) Use work sheet: Work Sheet #4

1. Make a bar graph, using chart.
   A. Learn how to draw bar graphs.
   B. Start from the largest number.
   C. One number is equal to one point on the graph.
   D. Understand the proper unit of measurement.



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Our New Year's Celebration

The children in room A used a "brain storming" activity to create this story for your reading pleasure.

For our New Year's celebration, we signed up to bring nori, chicken broth and other things. In Japanese group, students peeled gobo, sliced kamaboko and cookie cut carrots. Afterward, we ate the leftover outer parts. The daikon was too spicy so I had to drink some water.

A few people brought their kimonos. All of us got to wear tags to put stamps on at the six different stations. The activities were: blindfold, karuta, board game with dice, decorate cards and make mochi and inari zushi.

Many nice people came to help: Rika's dad, both of Aaron's parents, and the moms of Eli, Emily, Annie, Kent, Alex, Shinya, Kanae, Masato and Aya Ito.

The kids in kimonos went in the bathroom to change back into regular clothes. When they came back into class, everyone had gone out to play in the yard at lunch time. So they stayed in to clean the tables which were sticky and dirty from the party. But all that hard work in helping made them hungry again, so they had some more nori and ocha.

ルーム　A　　月　　日

なまえ（　　）

おぞうにのなかの　やさいしらべ

わたしたちのクラスは、おぞうにをつくりました。　おぞうにのなかには、にんじん、　だいこん、　しいたけ、ごぼう、ほうれんそうをいれました。

おぞうにのなかの　すきなやさいに○をつけましょう。
おぞうにのなかの　きらいなやさいに△をつけましょう。

にんじん　　だいこん

しいたけ　　ほうれんそう

ごぼう

ルーム　A　　月　　日

なまえ（　　）

ひょう　と　グラフ

おしょうがつのパーテーの日に、６つのテーブルをもうけ、いろいろなことをしました。クラスのひとたちに、なにが、いちばんおもしろかったかきいて、ひょうにしました。

ひょうをみて、グラフをつくりましょう。

おもしろかったものしらべ

おもちづくり	○	○	○	○	○	○	○	○	○	○	○	○	12
いなりずしづくり	○	○											2
ねんがじょうづくり	○												1
ふくわらい	○	○											2
かるた	○	○	○	○	○	○	○	○					8
すごろく	○	○	○										3

ルーム　A　　月　　日

なまえ

ひょう　と　グラフ

わたしたちのクラスは、おしょうがつパーテーのとき、３しゅるいのおもちをたべました。クラスのおともだちに、どれがいちばんすきかをきいて、ひょうにしました。

ひょうをみて、グラフをつくりましょう。

すきなおもちしらべ

おぞうに																
のり																
きなこ																

ルーム A　　月　　日

なまえ（　　）

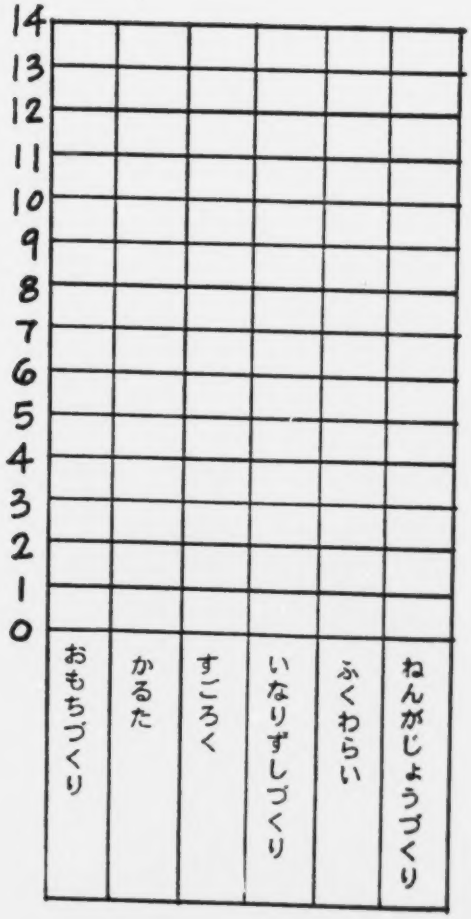
ひょう と グラフ

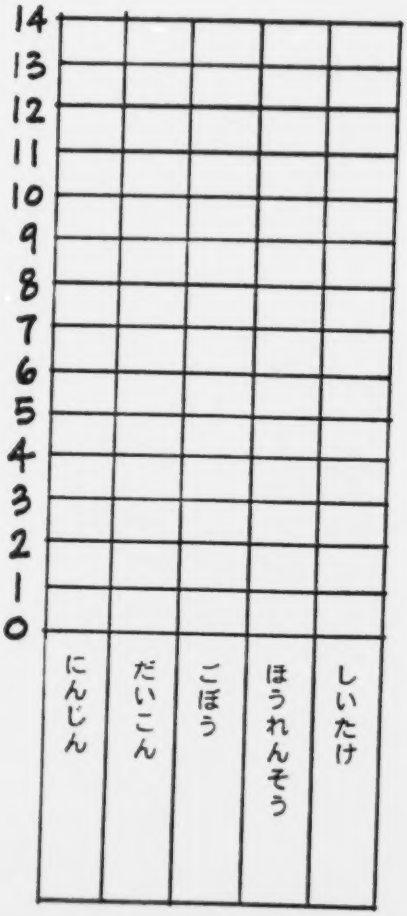
おもしろかったものしらべ

おもちづくり	
いなりずしづくり	
ねんがじょうづくり	
ふくわらい	
かるた	
すごろく	

すきなやさいしらべ

にんじん	
だいこん	
しいたけ	
ほうれんそう	
ごぼう	





ルーム A　　月　　日

なまえ（　　）

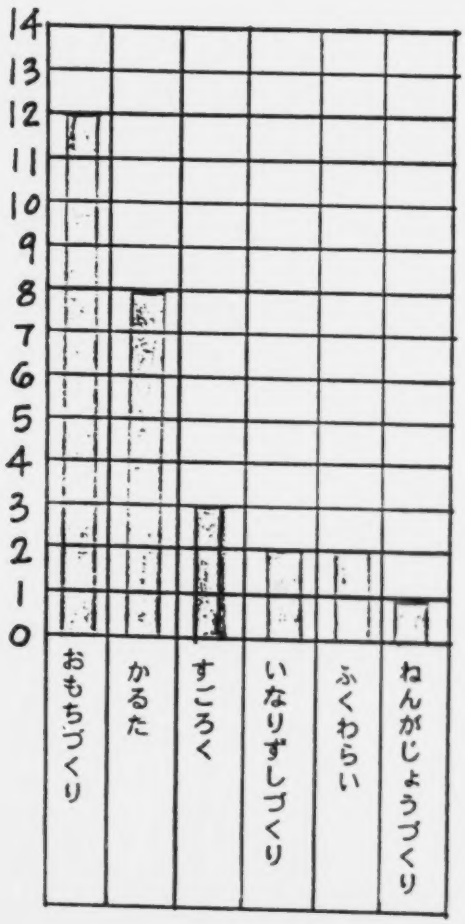
ひょう と グラフ

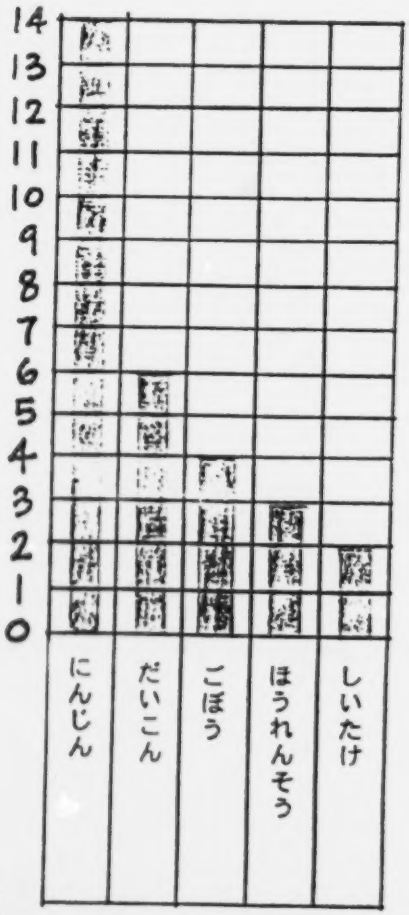
おもしろかったものしらべ

おもちづくり	12
いなりずしづくり	2
ねんがじょうづくり	1
ふくわらい	2
かるた	8
すごろく	3

すきなやさいしらべ

にんじん	14
だいこん	6
しいたけ	2
ほうれんそう	3
ごぼう	4





English/Japanese Lesson Plan: Telling Time

Room:109 Gr:2/3 Teacher: Mrs. Denise Ebisuzaki
Sensei: Mrs. Teruko Kubota

Description of the activity:
The second and third graders in Room 109 have been studying various types of graphs and telling time. In this activity students discuss what time they wake up in the morning and how this information can be recorded on a Ven Diagram.

Bilingual lessons that were taught in preparation for the lesson :

1. Students learned how to tell time in English and in Japanese.

2. Students orally discussed their morning activities in both English and Japanese.

3. The students discussed the Ven Diagram and how it can be used.

Lesson:

Construct a poster sized Ven Diagram, labeling each of the three sections in Japanese using hiragana. Each circle represents a common wake-up time for students. The students, one at a time, are asked to apply a sticker to the area of the graph which represents the time they wake up in the morning to come to school. Pattern sentences are used to conduct a discussion after the Ven Diagram graph is complete.

じかん

月　日　なまえ

いちじ

にじ

さんじ

よじ

ごじ

ろくじ

しちじ

はちじ

くじ

じゅうじ

じゅういちじ

じゅうにじ

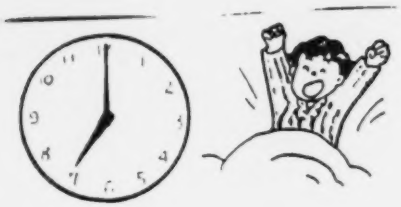
はちじはん
8時半

じゅういちじはん
11時半

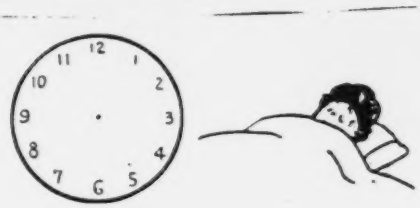
1：05　いちじ　ごふん
1：10　いちじ　じっぷん
1：15　いちじ　じゅうごふん
1：20　いちじ　にじっぷん
1：25　いちじ　にじゅうごふん
1：30　いちじ　さんじっぷん／いちじ　はん
1．35　いちじ　さんじゅうごふん
1：40　いちじ　よんじっぷん
1：45　いちじ　よんじゅうごふん
1：50　いちじ　ごじっぷん
1：55　いちじ　ごじゅうごふん

A	B	

の いちにち



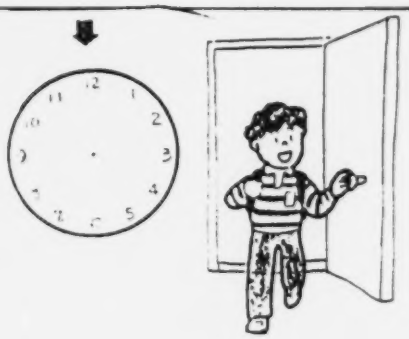
おきる.



ねる.

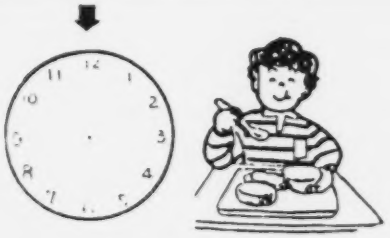
あさごはんを たべる.

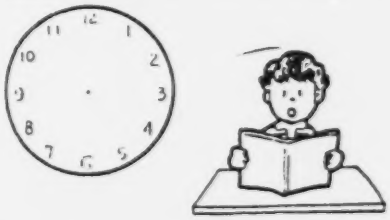
ゆうごはんを たべる.



いえを でる.

あそぶ.





ランチを たべる.

しゅくだいを する.

がっこうを でる.

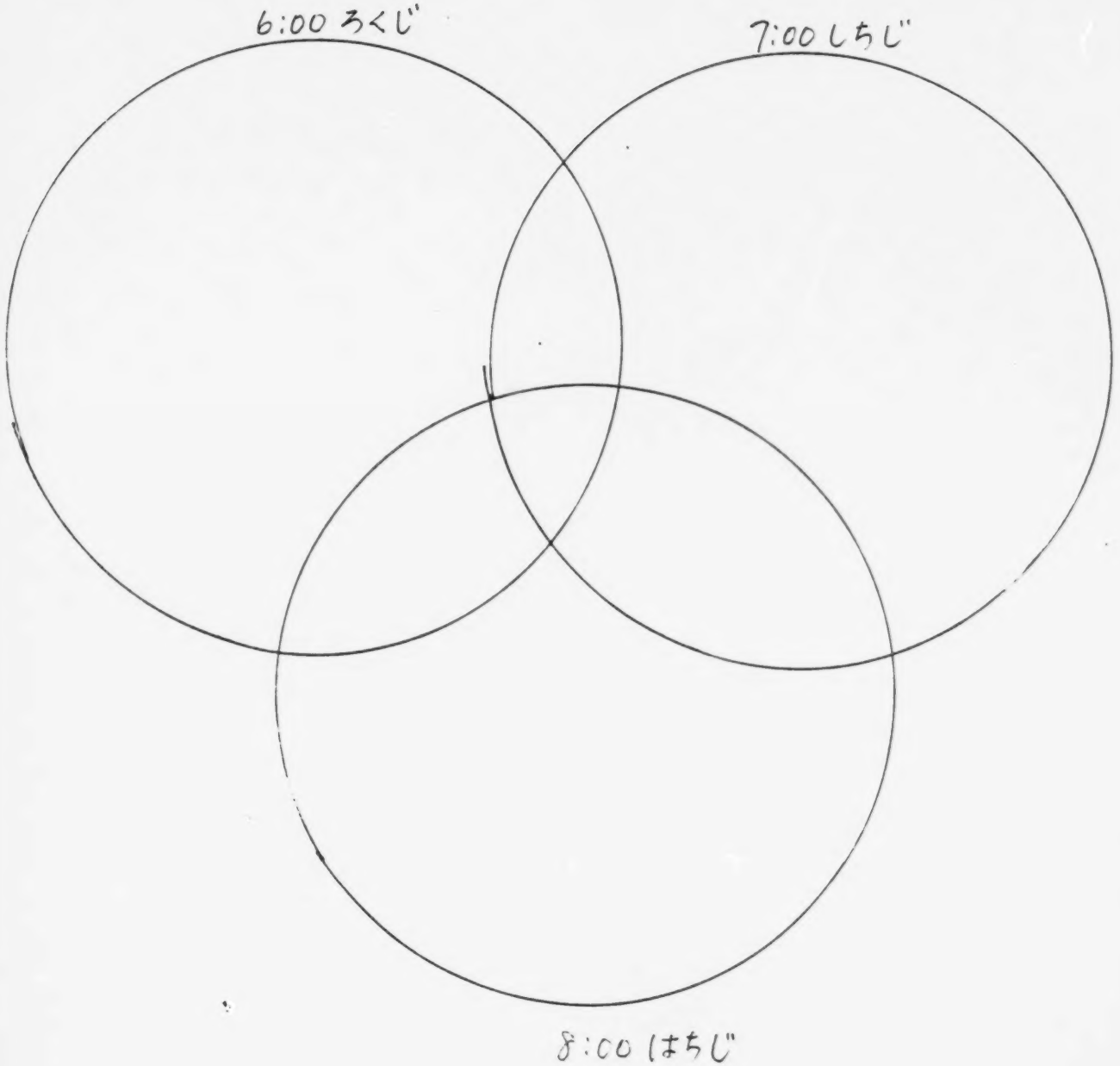
あさ　なんじにおきますか。

6:00 ろくじ

7:00 しちじ

8:00 はちじ

なんじに あさごはんを たべますか。



なんじに ゆうごはんを たべますか。

5:00 ごじ

6:00 ろくじ

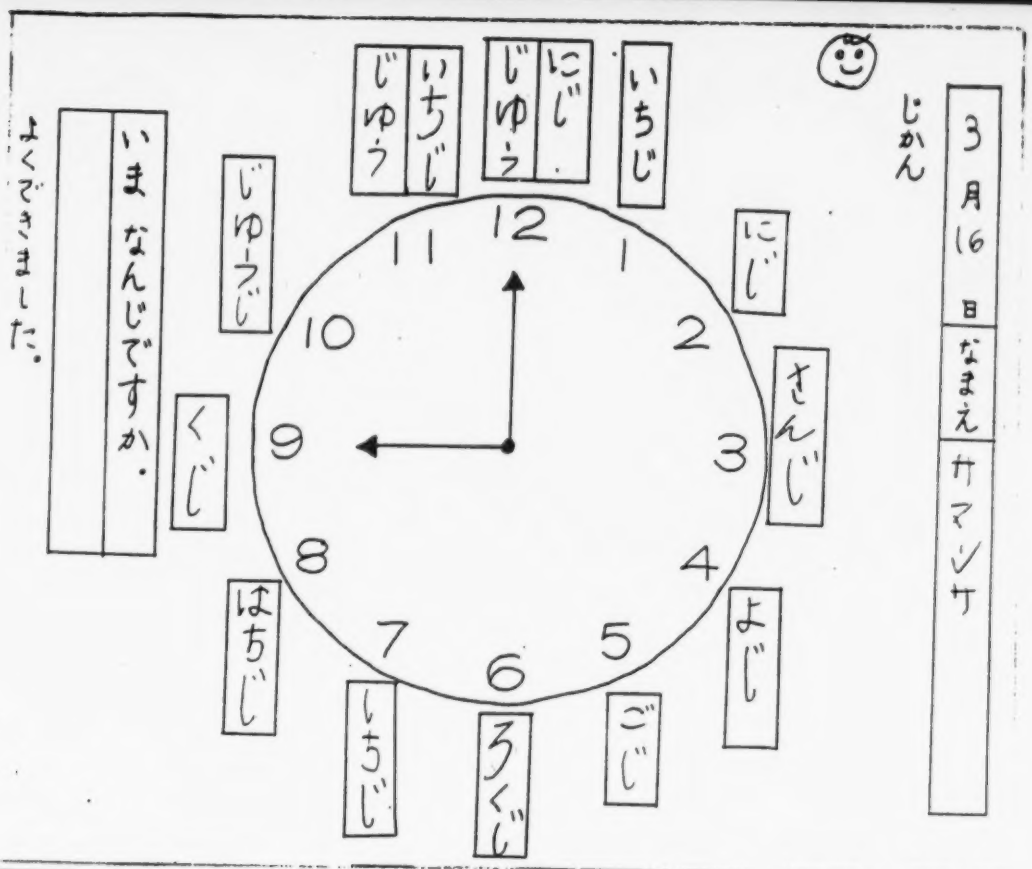
7:00 しちじ

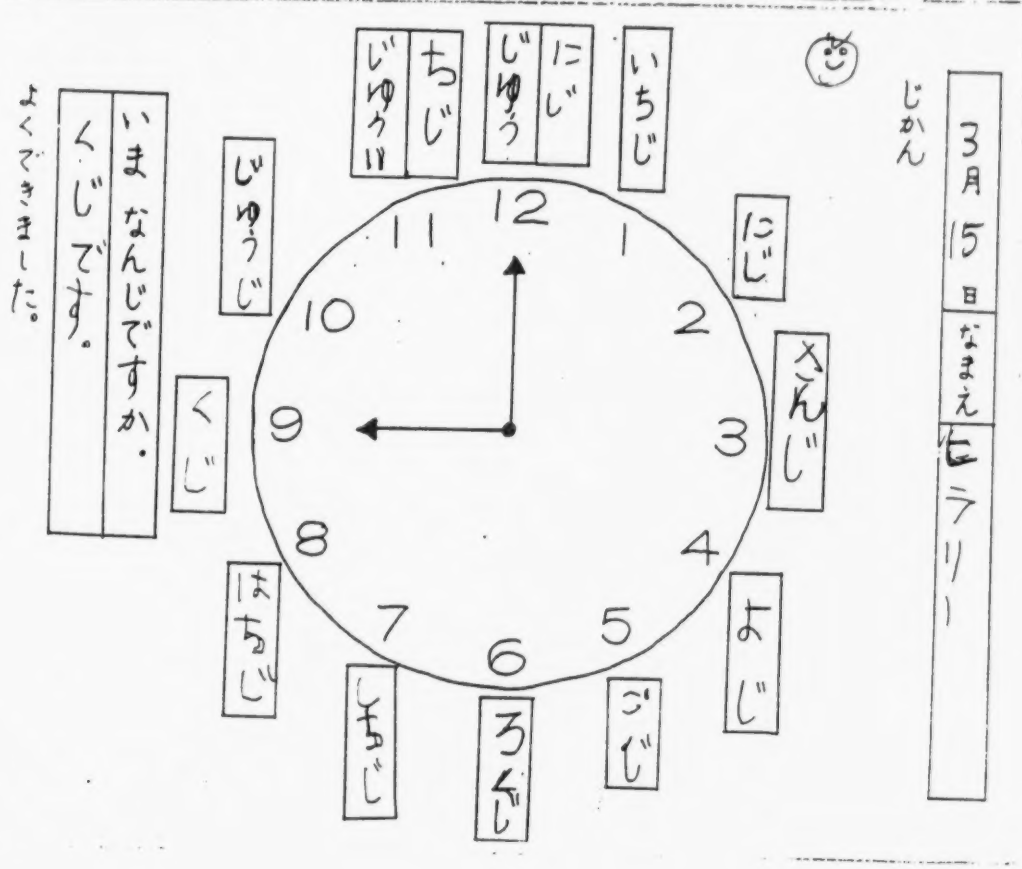
なんじに ねますか。

8:00 はちじ

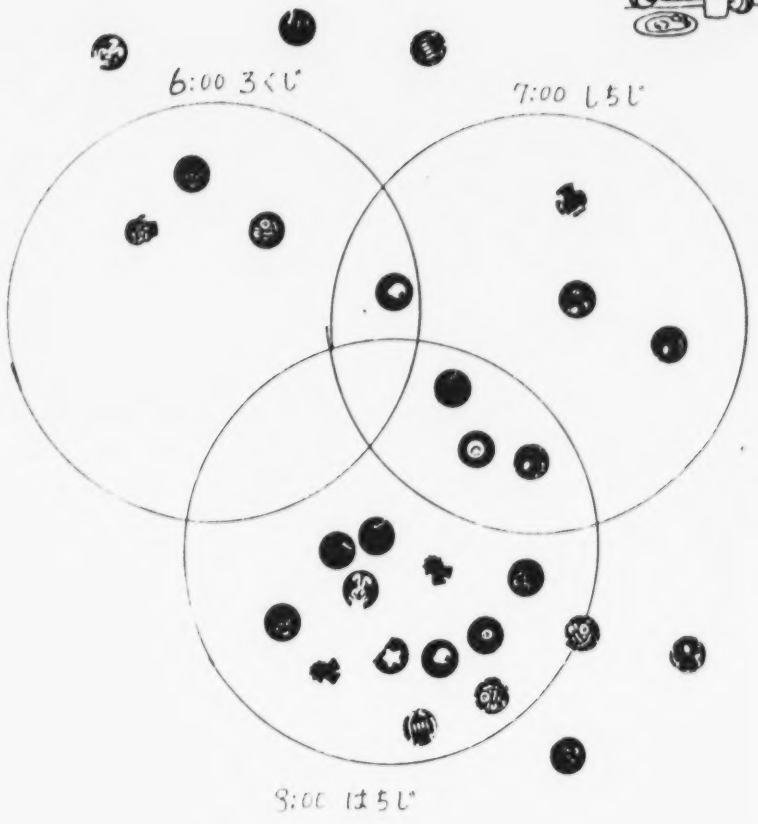
9:00 くじ

10:00 じゅうじ


3月16日
なまえ
カマソサ
じかん
いちじ
にじ
さんじ
よじ
ごじ
ろくじ
しちじ
はちじ
くじ
じゅうじ
いちじ
じゅう
にじ
じゅう
いま なんじですか。
よくできました。
by Samantha Snook

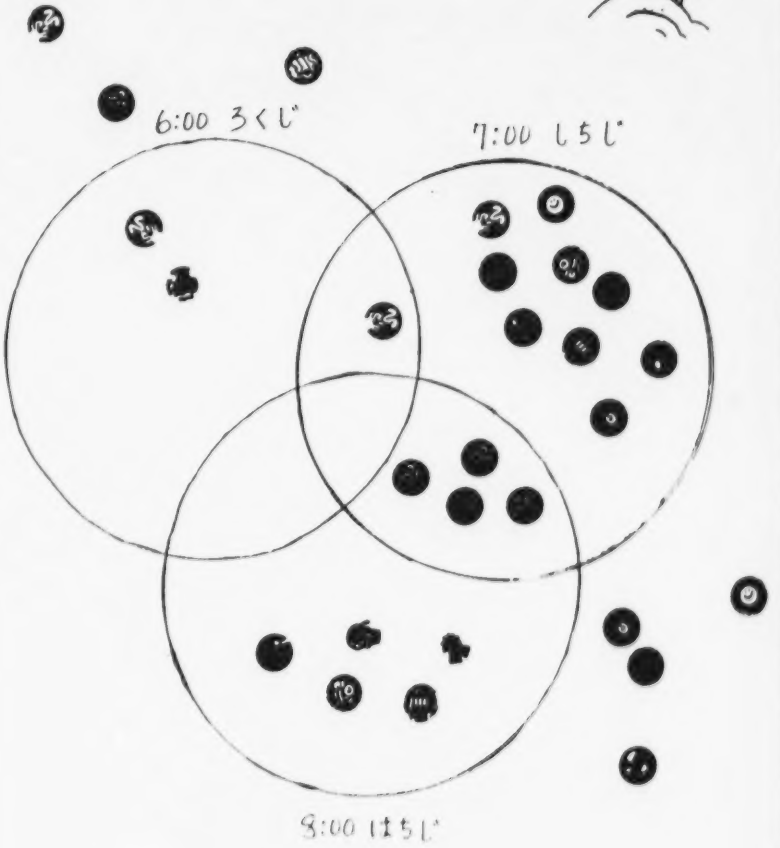

3月15日
なまえ
ヒラリー
じかん
いちじ
にじ
さんじ
よじ
ごじ
ろくじ
しちじ
はちじ
くじ
じゅうじ
ちじ
じゅういち
にじ
じゅう
いま なんじですか。
くじです。
よくできました。
by Hilary Barnard

なんじに あさごはんを たべますか。



53

あさ なんじにおきますか。



54

なんじに ねますか。

8:00 はちじ

9:00 くじ

10:00 じゅうじ

なんじに ゆうごはんを たべますか。

5:00 ごじ

6:00 ろくじ

7:00 しちじ

English/Japanese Lesson Plan: The American Crayfish

Room: B Grade: 3 Teacher: Ms. Sarah Scott Sensei: Mrs. Tokuko Takeshita

Description of activity:

1. Learn how to make an origami crayfish.
2. Use the origami crayfish as the basis of a collage picture of the actual crayfish habitat in the classroom.
3. a. (Advanced group) Do creative writing in poetry form in the designated area of the collage picture. The writing is to convey feelings and observations of the children's experiences with the American crayfish.

b. (Novice group) Students are asked to select words and phrases from the handout worksheets that relate to the collage picture they have created. They write the selected words and phrases in the designated area of the collage picture.

c. (Intermediate group) The students write original sentences or copy prepared sentences in the designated area of their collage picture.

Bilingual lesson taught in preparation for this lesson:

English portion

The teacher presents the FOSS Structure of Life module - Meet the Crayfish (in English).

Japanese portion

1.a. (Advanced group) Students read (in Japanese) selected segments from 科学ランド (Kagaku Rando), a children's science reference book.

b. (Novice group) The sensei reads or paraphrases (in Japanese) selected segments from the Japanese reference book on the crayfish.

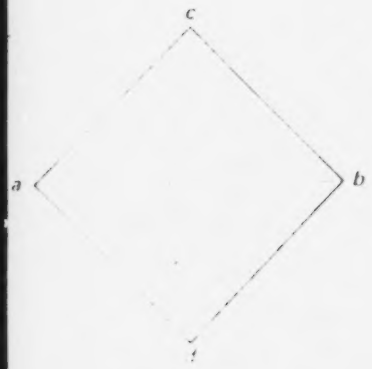
c. (Intermediate group) Both the sensei and the students participate in reading out loud (in Japanese) segments of the Japanese reference book.

2. All three groups participate in a discussion of the material in the Japanese reference book and the FOSS Structure of Life module. New vocabulary words and simple expressions about the crayfish and its habitat are reinforced.

3. Intermediate and novice groups complete a worksheet using the new words and phrases about the crayfish and its habitat.

Purpose of the Lesson:
To incorporate Japanese language and culture into a unit about crayfish. The unit is based on the FOSS Structure of Life module. Similar content is taught in Japanese using Kagaku Rando. The novice and intermediate groups learn Japanese vocabulary and sentence patterns about the cray-fish and its habitat which they use in a writing exercise.
The advanced group learns about Japanese poetry and does a creative writing exercise about crayfish. All groups do an art project using origami.

UMIZARIGANI (lobster)



Bring point *d* to *c*.
Crease fold. Unfold.

2.

Fold side *a c* to center.
Fold side *a d* to center.

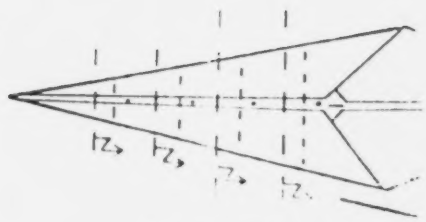
Fold *a g* to center.
Fold *a b* to center.

Fold side *b c* to center.
Fold side *b f* to center.

5.

Fold in half lengthwise.
Unfold.

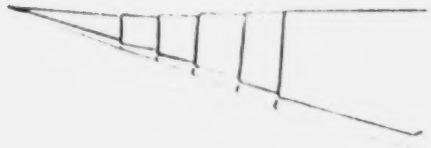
6.



Crimp along dotted lines to form narrow pleats along tail section.

7. Fold lobster in half after pleating.

8.



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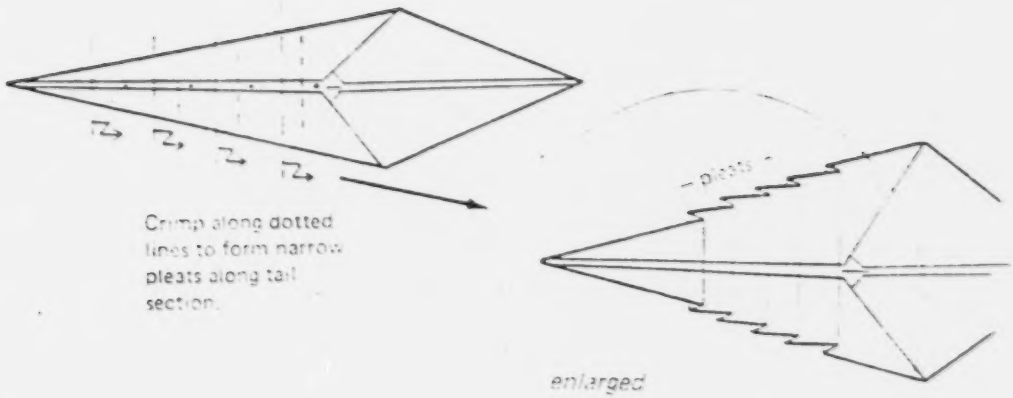
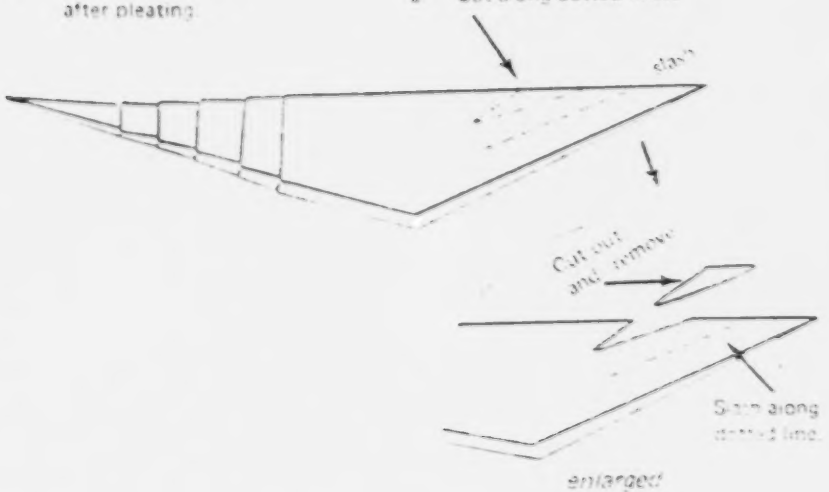
6.

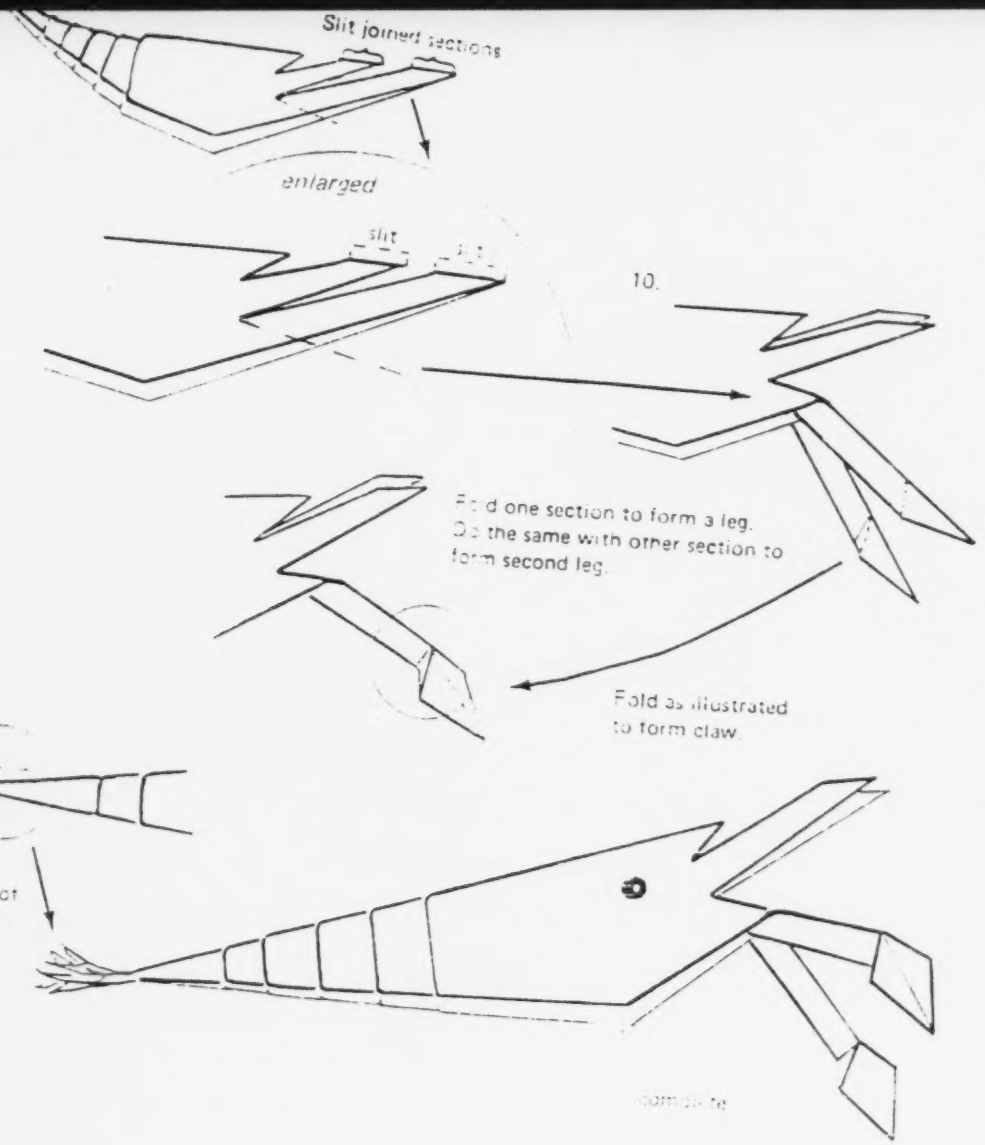


Crimp along dotted lines to form narrow pleats along tail section.

7. Fold lobster in half after pleating.

8. Cut along dotted lines.




Slit joined sections
enlarged
slit
10.
Fold one section to form a leg.
Do the same with other section to
form second leg.
Fold as illustrated
to form claw.
slit
"Feather" tip of
tail to separate

ざりがに

なまえく

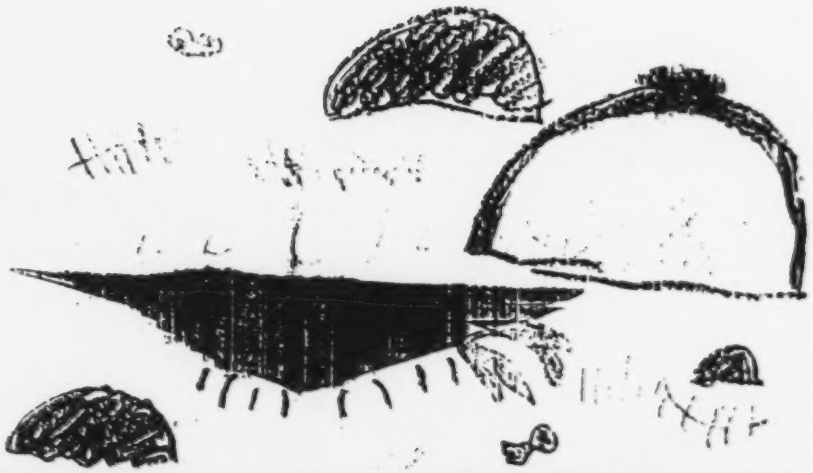
あたらしい たんご：

ざりがに
こうら
はさみ
まえあし
うしろあし
しっぽ
・おもしろい
・けんか

あたらしい ことば：ざりがには あかい.
ざりがには ちゃいろい.
ざりがには おもしろい.
ざりがには けんかする.
ざりがには さかなをたべる
ざりがには くさをたべる

ざ		ざ		ざ		ざ		
リ	く	リ		リ		リ		ざ
ガ	は	が	お	が	ち	ガ		リ
に	を	に	も	に	か	に	メ	ガ
は	た	ば	し	は	い	は	リ	に
	べ		3		3		サ	
	3。		レ。		い。			

by Melissa Nagatsuka



	ざ	さ	ざ		ざ		ざ		ざ
け	り	が	り		り		り		り
ん	ガ	な	ガ	お	ガ		ガ		ガ
ル	に	を	に	し	に	お	に	1	に
を	は	た	は	し	は	が	は	1	
す		べ		3		い。		ラ	
3。		3。		い。					

by Carla Faraguna

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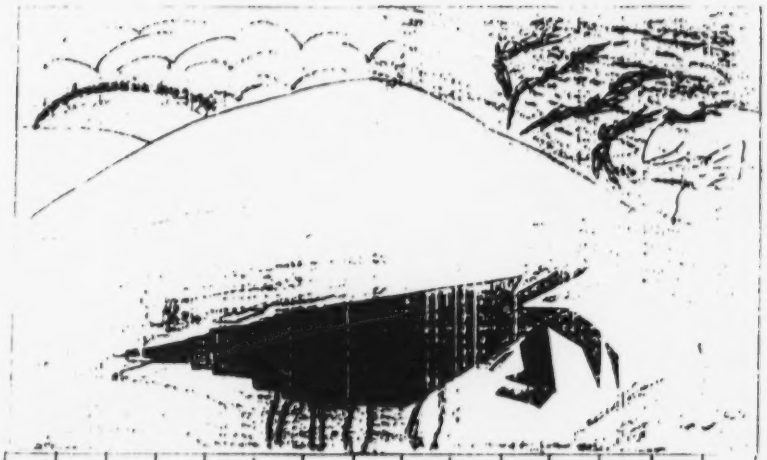
はさみをふり上ふ。
ぼくはおどろいて
ハッとする。
ざりがにの目は
かおのりようはしに
ついている。
その目がぼくを
「コラー」
とにらんでいた。



ざりがに

山田健太郎

ざりがにはえびみたい
だけどはさみがある
そのはさみでたたかう。
かつた方がいい家を
むらう。
それはさんそのおおい
ところだ。
いつも家の中でねている。
メートルしているのもいる
えんぴつをかおの前に
近ずけるとおこって

by Kentaro Yamada

English/Japanese Lesson Plan: "The Westward Movement" - Integrating Japanese Language and Culture into the Curriculum

Room: 206 Grade: 4/5 Teacher: Mrs. Enid Yamamoto
Sensei: Mrs. Ryoko Tadakuma

"America Through the Years" has been the year-long theme of the grade 4/5 class in room 206 this year. Social Studies, Literature, Mathematics, Science, Language Arts, Music, and Japanese Language and Culture are integrated as much as possible focusing on this theme.

For example, for our unit "The Westward Movement" we used the math replacement unit "Polyhedraville-An Investigation of Three Dimentional Geometry". In it, the students pretended that they were pioneers on a wagon train going west, dreaming of the good life in Oregon and California. As the pioneers sat around the campfire after a long hard day on the trail they planned the town that they would build when they reached their destination. While designing and building the town, students explored a variety of mathematical concepts such as:

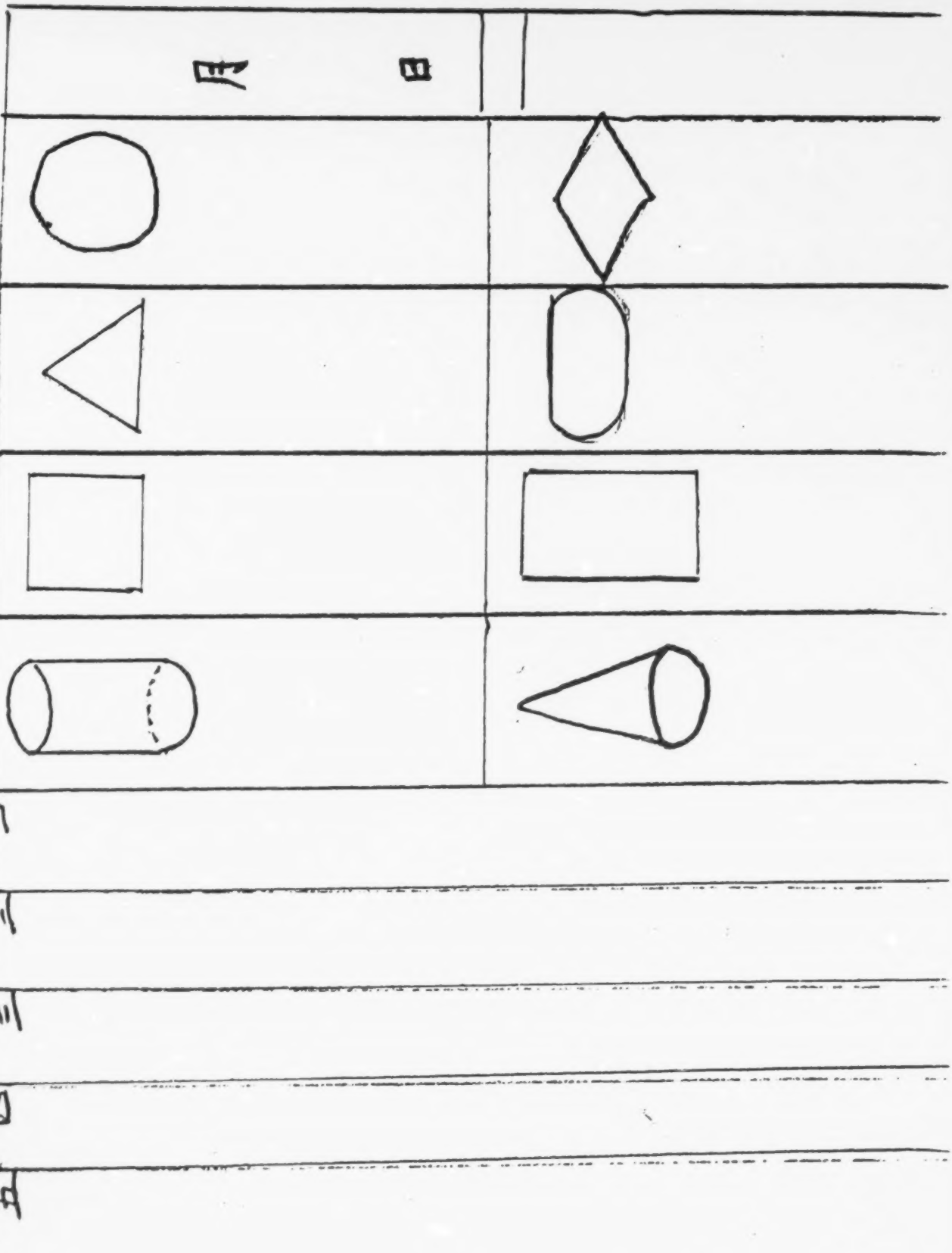
* using two dimensional shapes to create thre dimensional figures
* geometric vocabulary
* finding the area of various polygons
* working with a variety of tables and graphs
* using computation in a meaningful manner

To reinforce these concepts and to make the Japanese language and culture connection, the students folded and assembled various Polyhedra (cubes, tetrahedra, octahedra, etc.) using origami paper folding techniques.

The students also participated in other origami activities such as folding flowers and animals while reviewing the Japanese vocabulary words for the colors and shapes in the novice group. Other groups wrote sentences, stories, or poems using the theme of polygons and polyhedra according to their level.

Japanese can be integrated into this unit in other ways. The pioneers entertained one another around the campfire by singing songs. We can learn songs that the pioneers sang such as "Oh, Susanna" and "Clementine" in English and in Japanese. The pioneers also told stories around the campfire to amuse themselves. Stories such as "Thumbelina" and "Rip Van Winkle" can be compared and contrasted with "Issun Boshi" and "Urashima Taro". The students illustrated these stories incorporating origami and paper sculpture in their pictures.

Japanese vocabulary taught in preparation for this lesson:
shikaku 四角,square; sankaku 三角,triangle; maru 丸,circle; nagashikaku 長四角/choohookei 長方形,rectangle; daenkei 楕円形,oval; hishigata 菱形, diamond shape; rokkakukei 六角形, hexagon; hakkakukei 八角形, octagon; entoo 円筒, cylinder; ensui 円錐, cone



月　日　なまえ

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月　日

なまえ	なんばん
しがく	ていがくしがく

四	よん・し	はい	こたえ
三	さん	はい	こたえ
二	に	はい	こたえ
一	いち	はい	こたえ

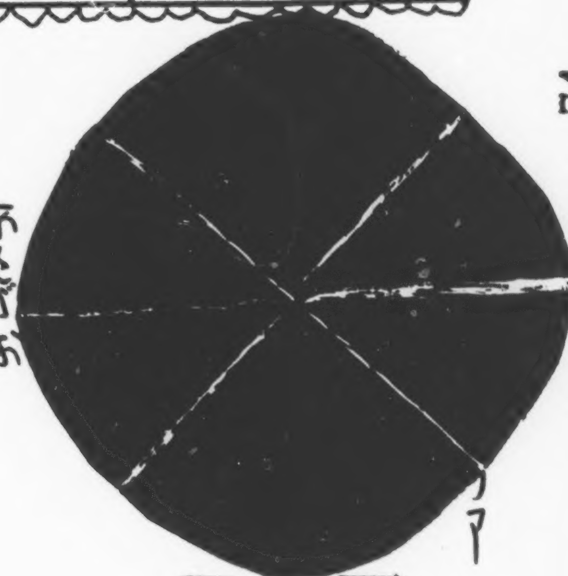
年

松田カレン

by Karen Matsuda

だるまグループ

春はあたたかい
春はきれいだ
いろんな花がさく
花の形はいろいろ
しぜんはふしぎだ



あさがお

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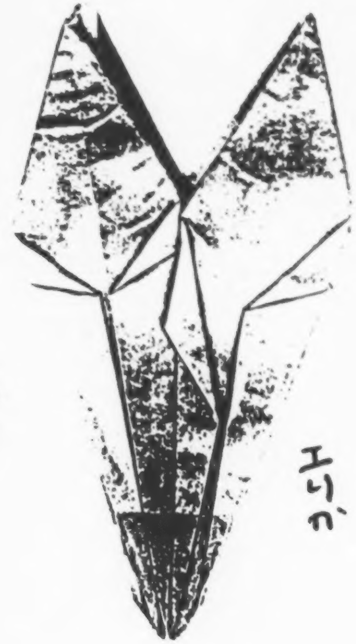
えん

三かく



エリカ

ゆり

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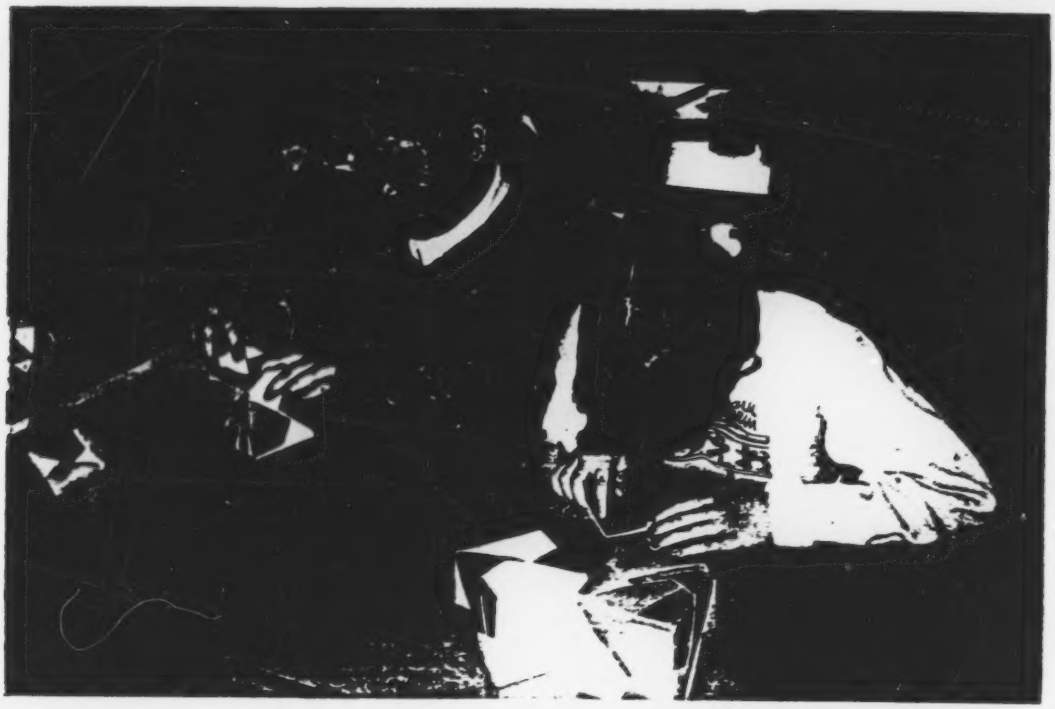
さくら

ニコール

だえんけい



Candace Fleming and Jennifer Knowles

Anthony Gesek and Melissa Matsuda

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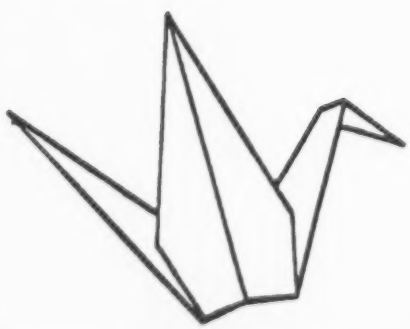
Emi Watanabe and Erica Okamura



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English/Japanese Lesson Plan: Historical Haniwa Clay Sculpture

Room: 207 Grade:4/5 Teacher: Ms. Lori Murakami Sensei: Mrs. Mamiko Lake

Our 4th and 5th grade combination class studied the various Native American tribes of North America, their history, and culture. As a social studies project, the students collected information on food, shelter, clothing and art, the role of men and women, raising children, habitat, recreation, transportation, religion and other interesting facts about North America Natives. For example, they learned how the Native Americans used natural resources to weave baskets, how they used Kachina dolls, how they made their pottery and how they coexisted peacefully with animals.
Japanese language and culture was integrated through comparing certain elements of Native American culture with the culture of the Japanese people during the Jomon and Yayoi period.

The students learned about *haniwa* (ancient Japanese clay figurines). Although Native American culture and Japanese culture are very different, students were able to find similarities in how people lived. For example, Haniwa figures were created to represent many animal shapes such as wild boars, hawks, ducks, chickens, dogs, horses, fish, etc.. In those days animals played an important role in peoples' daily lives. Animals also played an important role in the lives of Native Americans. Another similarity is the Haniwa's simple design which paralleled those found in Native American pottery.

At the end of this lesson, students participated in a hands-on activity, making Haniwa figures using clay. Students learned the pottery technique of coil-making which was used by both the Japanese and Native Americans.

The Haniwa Project consisted of three parts, 1) learnig the history of Haniwa, 2) practicing new Japanese vocabulary in small groups, and 3) making a Haniwa sculpture.

Lesson 1:
Students learn about Haniwa, their history, origin, and meaning (in English and in Japanese).
Preparation: Pictures of Haniwa, Kofun and Haniwa dolls.
The teacher makes a large group presentation to the whole class in Japanese using pictures and realia. Later, the presentation is repeated in English. Students are asked to give a brief presentation in front of the class in Japanese. This is followed by a class discussion about Haniwa sculpture.

Examples of dialogue:
Haniwawa totemo furui desu. 埴輪は とても古いです。(Haniwa is very old.)
Haniwawa hito ya doobutsu no katachi o shiteimasu. 埴輪は 人や動物のかたちをしています。(Haniwas' shapes are like humans and animals.)
Haniwawa nihon no kofun ni arimashita. 埴輪は 日本の古墳にありました。(Haniwa were found in Kofun in Japan.)
Kofunwa haka desu. 古墳は 墓です。(kofun is a tomb.)
Kofunwa totemo ookii desu. 古墳は とても大きいです。(Kofun is very big.)

Lesson 2:
The class is divided into three groups.

Group 1: Learn the various shapes of Haniwa such as ie 家, house; uma 馬, horse; otokonohito 男の人, man; onnanohito 女の人, woman; niwatori 鶏, chicken
Korewa nan desuka. これは 何ですか。What is this?
Korewa umano haniwa desu. これは 馬の埴輪です。This is a Haniwa horse.
Anatawa dono haniwaga sukidesuka. あなたは どの埴輪が好きですか。Which Haniwa do you like?
Students use pictures to quiz each other.
Korewa nan desuka. これは なんですか。What is this?
Korewa ieno Haniwa desu. これは 家の埴輪です。This is a Haniwa house.

Group 2: Students explain the history and shapes of Haniwa and Kofun using various adjectives in Japanese.
Haniwawa nan desuka. 埴輪は 何ですか。What is Haniwa?

Haniwawa dokoni arimasuka. 埴輪は どこにありますか。Where can you find Haniwa?
Kofunwa nan desuka. 古墳は なんですか。What i s Kofun?
Korewa ookikute chairoi Haniwa desu. これは 大きくて茶色い埴輪です。
This Haniwa i s big and brown.

Using pictures of Haniwa, students will ask questions.
Korewa nan no Haniwa desuka.これは 何の埴輪ですか。 What kind of Haniwa i s this?
Haniwawa nande dekite imasuka. 埴輪は 何でできていますか。What i s Haniwa made of?
Anatawa donna Haniwaga suki desuka. あなたは どんな埴輪がすきですか。What kind of Haniwa do you like?

Group 3: Students learn about Haniwa and Japanese history in order to create an original story.
The sensei will read an article on Haniwa in Japanese and students will discuss the subject in Japanese. Students will ask questions about Haniwa and express their opinions in Japanese. Students then choose one Haniwa figure as a focus for creative writing.

Lesson 3: (whole class)
Each student will select their favorite Haniwa figurine and make a model using red clay.
Preparation: Red clay, ropes, water, old newspaper, paper plates, pictures of Haniwa figurines

① 埴輪(はにわ)はいつごろ作られましたか.

② 埴輪は、どこにありましたか.

③ 古墳(こふん)は、何ですか

④ 日本で一番大きい古墳は、何と言う古墳で、どこにありますか.

⑤ なぜそのような大きい古墳が作られたのでしょう

⑥ 埴輪を一つえらび それについて短い話を作りなさい.

日本の歴史

(　　)

はにわ

①はにわは、なんですか。

②はにわは、いつごろつくられましたか。

③はにわは、なんでできていますか。

④はにわは、なにいろですか

⑤はにわは、どこにありましたか。

⑥はにわには、どんなかたちがありますか。

⑦こふんとは、なんですか

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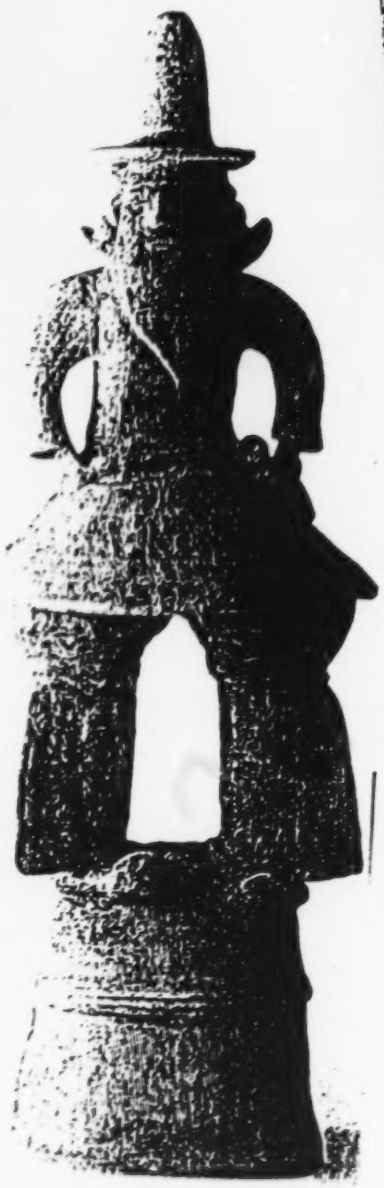

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日本の歴史　2

HANIWA　埴輪

Haniwa are hollow objects made of reddish, unbaked clay. There are two kinds : cylindrical Haniwa and representational Haniwa (models of objects such as houses, animals and men). The earliest type of Haniwa was cylindrical. Haniwa houses, shields and kinugasa were first made in the Kinai area (an area currently covering Nara, Kyoto and Osaka) in the middle of the fourth century. Animal and human figures were made toward the end of the fourth or early fifth century.

A unified nation centered in the Kinai area was established at the end of the third or the beginning of the fourth century following the Yayoi period. During this time, huge tombs covered with tumuli were built for dignitaries. In this Kofun period, it was the burial custom that people with power and money were laid to rest in magnificient tombs. Kofun tombs varied in ground plans with most being round, square, or keyhole shapes. A good example of this is the tomb of the Emperor Nintoku in Osaka. The tomb which has a key hole shape was build in the 5th century. It was the biggest tomb in Japan. Hugh mounds were built on top of the tomb. There were almost 11000 Haniwa on the tomb of the Emperor Nintoku。

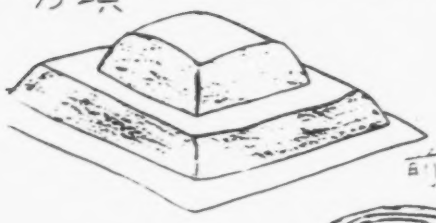
はにわ（埴輪）　古墳のふんきゅう上　あるいは外堤など立て並べられた　素焼きの土製品　円筒はにわと形象はにわ（家、人物、動物など）に大別　されます。　はにわのなかでもっとも早く出現するのは円筒埴輪です。円筒埴輪の胴部には、たがともよばれるぶぶんと透かしあなとよばれる　あながあります。　はにわの出土地は、東北地方　から九州までほとんど全国にわたっていますが、はにわが、発生したのは。畿内と考えられています。

こふん（古墳）　古墳は北は、東北地方の南部　から、南は九州の南部まで全国各地に見ることができます。　しかしなんといっても　一番りっぱな　こふんが、数多くあるのは奈良県や大阪府など　大和朝廷が直接支配していたとちです。こふんのなかで一番大きくてりっぱなのが、仁徳天皇りょうで、５世紀に　作られた前方後円墳です。このような大きなはかをつくるのには、たいへんな人手と年月がかかるためこうしたはかは、天皇のいきているうちから作りはじめられました。

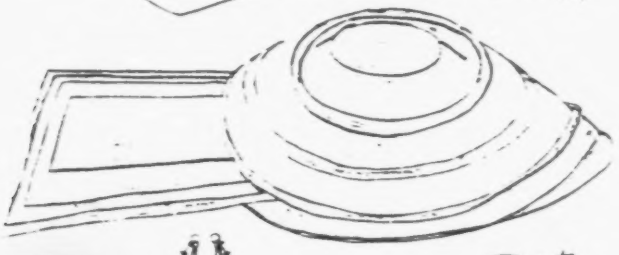
古墳

こ fun

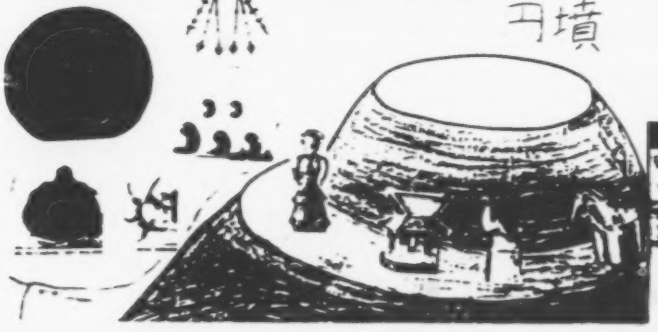
方墳

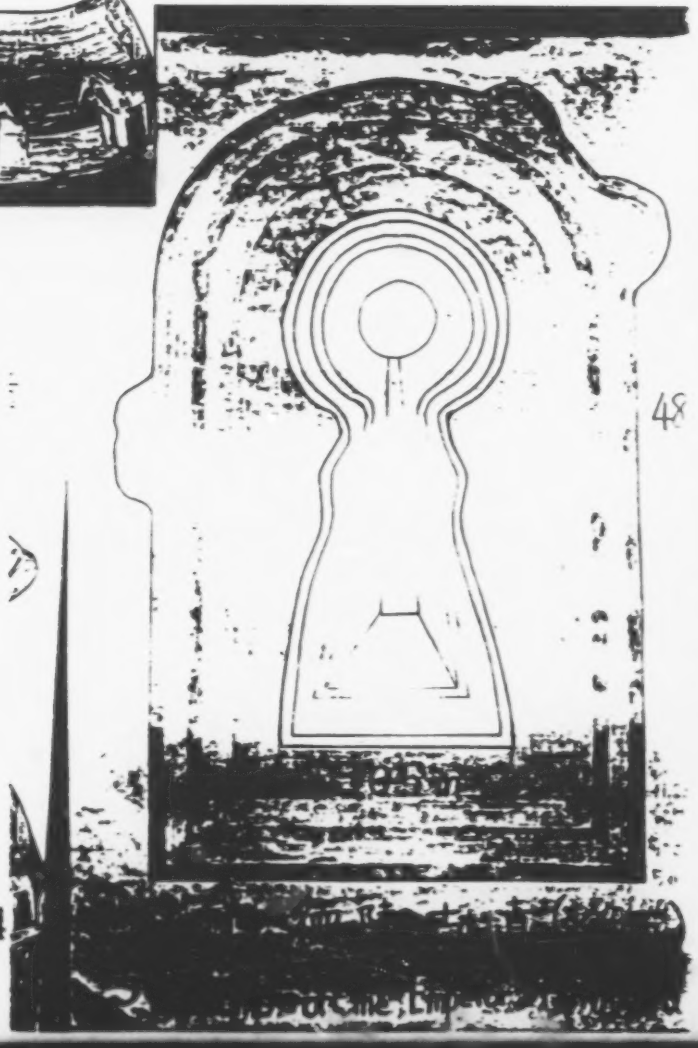


前方後円墳



円墳





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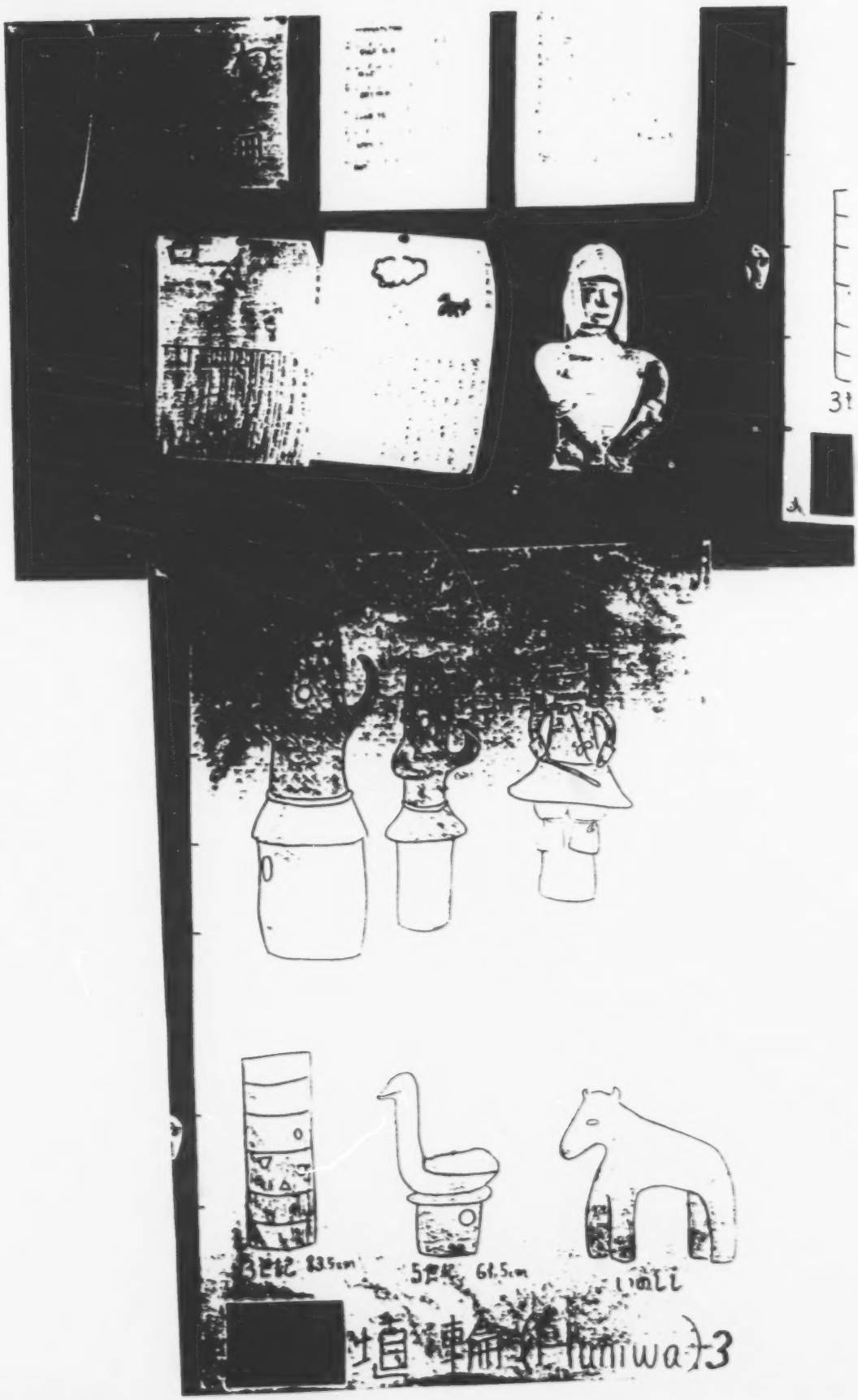

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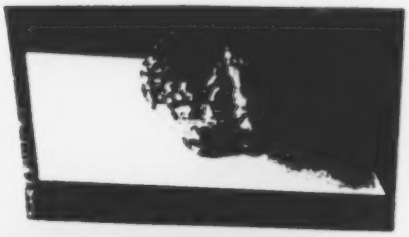
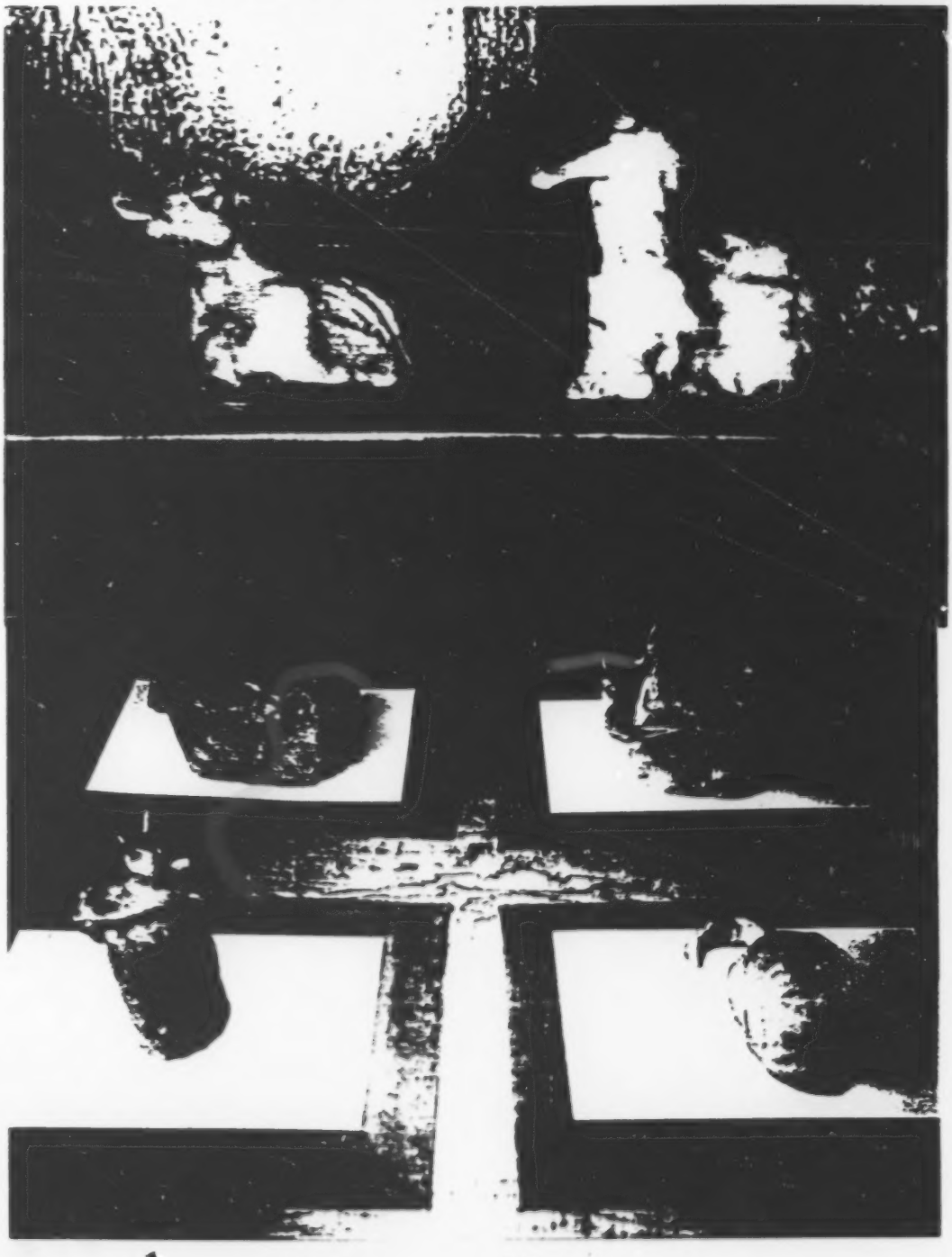
Students work



Da Fe ia Chen Daisuke Nunome Daianna Fan
Kelly Brin and Chie Webb



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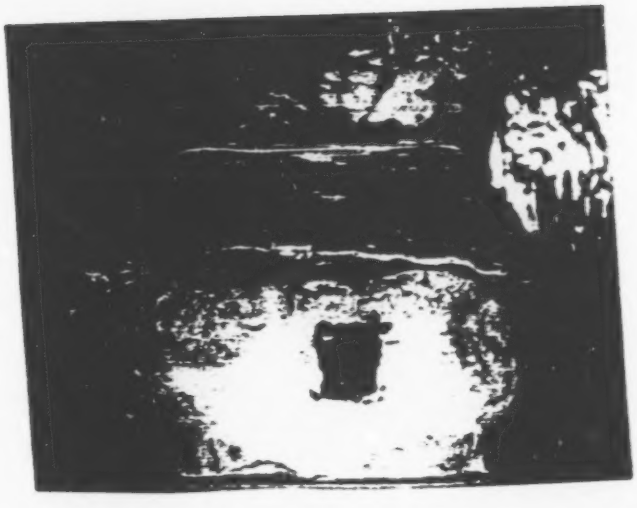
はにわ



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English/Japanese Lesson Plan: Poems...Past and Present

Room:1 Grade:5 Teacher: Mrs. Junko Low Sensei: Mrs. Kyoko Mullins

The 5th grade students in room 1 wrote poems about past and present events in their lives.

Bilingual lessons that were taught in preparation for this lesson:

1. Reading poetry in English and Japanese.
2. Presentation and group discussion of the concept "past and present" in English and Japanese.
3. Poetry writing (on a chosen topic) in groups of three.
4. Group oral presentations of original poems.

Lesson:

1. Read poems from Wishes, Lies, and Dreams by: Kenneth Kock (Poems written by 4th and 5th graders in New York City).
   Poems: I used to ..... but now .....
2. Review concept of "past and present" in Japanese.
3. Students write poems "I used to ..... but now..... " in two sessions, Japanese & English.

( )

ﾞﾍﾝｷｮｸﾞﾙｰﾌﾟ（modify, verbs）は現在形から過去形（present tense to past Tense）へ変化する。

のみます／のむ	のみました	のんだ	のんでいた
よみます／よむ			
いき、ます／いく			
とにます／とぶ			
およます／およぐ			
おき、ます／おく			
かます／かう			
見ます／見る			
します／する			
こき、ます／こく			

いろいろな文章に変わる。

I used to ..... . ～した。 ～していた。

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(　　)

Let's write some compositions in Japanese

"I used to be ....."

わたしは　～　していた

書きたいことを　きちんときめよう.

Decide what you want to write about in English and Japanese. (not sentence only words)

1 about play with Origami　おりがみあそび　まえ いま　○ ×

2 before まえ / now いま

3 before まえ / now いま

4 before まえ / now いま

5 〃

6 〃

7 〃

8 〃

9 〃

（　　）

おうえんのふだをつくる文を書こう。

れい　わたしは／ぼくは、……

　　どきょうがよい。……。

I Used To But Now

I used to be one year old, but now I am 11 years old

I used to be short, but now I am tall

I used to be in first grade, but now I am in fifth grade

I used to like regular pencils, but now I like lead pencils

I used to collect cards, but now I collect coins

I used to collect comics, but now I collect video games

I used to collect Japanese cards, but now I collect money

By
WILLIE KING JR

92

by Willie King

I USED TO BUT NOW

I used to watch Sesame Street Now I hardly watch any T V at all because of all the different kinds of homework I have

I used to play dot to dot on the computer Now I play solitaire or I write stories

I used to have a bed with ION Dalmations on it Now I have a bed with regular flowered sheets

I used to read Curious George Now I read harder books (especially those by Madeline Le Engle)

I used to get about a dime for allowance but now I get a lot more every week

I used to wish I had a little brother but I don't really want one anymore

I used to order orange juice on the airplane Now I order Coke or any other soda

I used to think that 10 o' clock is late at night Now I think that midnight is late

I used to get along with my sister but now she gets on my nerves a lot

I used to think writing 100 words was a lot but now I think its very easy

I used to be 2 and seventeen months but now I'm 11 and 1 month

by Katrina Masumi Lake

by Katrina Masumi Lake

93

I used to ... . Handout #4 (Test)

NAME (Print Clearly)

Present tense	Past tense (Polite form)	Past tense (dictionary form)	used to ... (TE form)
のみます nomimasu のむ nomu	のみました	のんだ	のんでいた
よみます yomimasu よむ yomu	よみました	よんだ	よんでいた
いきます ikimasu いく iku	いきました	いった	いっていた
すいます suimasu すう suu	すいました	すった	すっていた
あります arimasu ある aru	ありました	あった	
おきます okimasu おきる okiru	おきました	おきた	おきていた
ねます nemasu ねる neru	ねました	ねた	ねていた
みます mimasu みる miru	みました	みた	みていた
します shimasu する suru	しました	した	していた
できます dekimasu できる dekiru	できました	できた	できていた

Change to Japanese you can use polite form or dictionary form

to sleep →	ねる	to have →	ある
to look →	みる	to get up →	おきる
to do →	する	to read →	よむ
to go →	いく	can →	できる

( )

動詞を使って (modify verbs) 現在形から過去形 (present tense to past tense) に変える方法

ます form / て form	ます form + た	dictionary form + た	dictionary form + ていた
のみます / のんで	のみました	のんだ	のんでいた
よみます / よんで	よみました	よんだ	よんでいた
いきます / いって	いきました	いった	いっていた
すいます / すって	すいました	すった	すっていた
あります / あって	ありました	あった	
おきます / おきて	おきました	おきた	おきていた
ねます / ねて	ねました	ねた	ねていた
みます / みて	みました	みた	みていた
します / して	しました	した	していた
できます / できて	できました	できた	できていた

これを使って文を作ります。

I used to ... . ～した。 ～していた。

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